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## **Faculty Senate Librarian's Report**

**February 2, 2004**

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

### **ACADEMIC STANDARDS COMMITTEE**

Chair: William Levernier

The Academic Standards Committee met on November 14, 2003 to consider two items: the adjusted GPA and membership on the Academic Standards Committee. Present at the meeting were Iris Durden (LIB), Jill Ewing (Registrar's Office), Patricia Humphrey (COST), Mary Kettler (CHHS), Bill Levernier (COBA), Patrick Novotny (CLASS), Laura Regassa (COST), Stuart Tedders (CHHS), and Jack White (COBA).

The first item discussed was the adjusted GPA. This continued the discussion from the October 28 meeting. The committee discussed whether they wanted to eliminate the adjusted GPA in principal or to retain it. The committee voted to eliminate it in principal. The committee then discussed whether they wanted to have a modified adjusted GPA, where a student could repeat a limited number of courses and have only the last grade for those courses count in his/her institutional GPA, or eliminate the adjusted GPA completely. The committee noted that neither the University of Georgia nor Georgia State University has an adjusted GPA. The committee voted to eliminate the adjusted GPA completely.

At the October 28 meeting Jill Ewing provided the committee with information indicating there were 153 graduates during the Fall 2001 Summer 2003 period who had a cumulative GPA below 2.0 but an adjusted GPA of 2.0 or higher. She also presented the committee with data from the Fall 2003 semester regarding the difference between the cumulative GPA and adjusted GPA of students whose adjusted GPA and cumulative GPA differed. The committee discussed the information and concluded that if the adjusted GPA were eliminated the number of students with a cumulative GPA below a 2.0 would likely decrease. The committee's rationale for this conclusion was that students would be less likely to earn a "D" or "F" in a course if they were penalized for the grade. Under the current system, since only the last grade a student receives in a course counts in his GPA, a student is not penalized for a "D" or an "F" if he/she repeats the course and earns a higher grade. A summary of the differences between the adjusted GPA and cumulative GPA is shown below:

<b><u>Point difference between the adjusted GPA and cumulative GPA</u></b>	<b><u>Number of Students</u></b>	<b><u>Percent of Students</u></b>
.01 - .09	952	22.1
.10 - .19	1,361	31.5

.20 - .29	974	22.6
.30 - .39	532	12.3
.40 - .49	239	5.5
.50 -.59	111	2.6
.60 - .69	56	1.3
.70 - .79	16	.4
.80 - .89	13	.3
.90 - .99	6	.1
1.00 or more	10	.2
Adj. GPA < Cum. GPA	44	1.0
<b>TOTAL</b>	<b>4,314</b>	

The committee also discussed the possibility that if the adjusted GPA were eliminated, the number of students dropping a course might increase. There was a concern that if the increase in the number of drops is sufficiently large, some departments may not have enough resources to meet student demand for their courses. The possibility of charging a student higher tuition for a course that he/she has registered for more than a certain number of times as a possible method of discouraging an excessive number of drops was mentioned.

Bill Levernier presented the following proposal for the committee to consider:

The Academic Standards Committee recommends that the adjusted GPA be abolished for any student initially enrolling at Georgia Southern University (henceforth, Georgia Southern) for the Fall 2004 Semester or later. The adjusted GPA would also be abolished for any student who initially enrolled at Georgia Southern prior to the Fall 2004 semester but who failed to complete any semester (or quarter) for which he/she enrolled.

For any student who completed at least one semester (or quarter) at Georgia Southern prior to the Fall 2004 semester, both an adjusted GPA and cumulative GPA will be reported for the student. However, all grades, including grades for repeated courses, earned by the student beginning with the Fall 2004 semester will be counted in both the adjusted GPA and cumulative GPA.

The committee decided that the proposal would violate the policies established in the *Georgia Southern University Undergraduate and Graduate Catalog*. (page 44 of the 2003-04 catalog states that "If a student repeats a course, the last grade in the course counts and only the last grade is calculated in the institution GPA"). The committee agreed that the above proposal would not be consistent with the catalog for those students who entered Georgia Southern prior to Fall 2004, and that any change in the adjusted GPA policy must be consistent with the catalog.

The above proposal was thus amended to account for these considerations. The amended proposal is:

The Academic Standards Committee recommends that the adjusted GPA be abolished for any student initially enrolling at Georgia Southern University for the Fall 2004 Semester or later. The adjusted GPA would continue for any student who enrolled prior to the Fall 2004 semester.

The committee voted in favor of this proposal. They agreed that if the proposal is not accepted in time to be included in the 2004-2005 catalog, then the Fall 2004 date in the proposal can be changed to Fall 2005.

The second item discussed pertained to establishing a formal relationship between the Academic Standards Committee and the Enrollment Management Council.

Rationale:

The Academic Standards Committee has been charged with responsibilities that may affect student enrollment at Georgia Southern University. Specifically, two of its responsibilities are:

- a. review and recommend policy and procedures concerning academic standards as they affect the overall academic integrity of the university;
- b. recommend policy and procedures and act upon appeals concerning admission, academic suspension and academic exclusion, special admission and readmission, and provisional and probationary procedures;

Since the policies and procedures the committee recommends may affect student enrollment, there should be a formal relationship between the Academic Standards Committee and the Office of the Vice President for Student Affairs and Enrollment Management.

Proposal:

After a brief discussion, the committee voted to recommend that Article IV, Section 16 of the Faculty Senate *Bylaws* be amended so that a representative of the Office of the Vice President for Student Affairs and Enrollment Management is included on the committee. The following change to the *Bylaws* is proposed (the proposed addition is underlined)

Voting membership of the Academic Standards Committee shall be composed of senators or alternates representing each college or the library, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among voting members of the committee, and the Vice President for Student Affairs and Enrollment Management, or his/her delegate. The Chair shall be a senator elected by the voting members of the committee.

The Academic Standards Committee met on January 2, 2004 and January 5, 2004 to consider appeals for early readmission for the Spring 2004 semester.

Present at the January 2 meeting were Mike Deal (Registrar's Office), Iris Durden (LIB), Patricia Humphrey (COST), Mary Kettler (CHHS), Bill Levernier (COBA), Michael Moore (COE), Laura Regassa (COST), Sonya Shepherd (LIB), Rosemarie Stallworth-Clark (COE), Stuart Tedders (CHHS), and Jack White (COBA). Present at the January 5 meeting were Mike Deal, Iris Durden, Mary Kettler, Bill Levernier, Patrick Novotny (CLASS), Laura Regassa, and Sonya Shepherd.

There were 194 appeals submitted by students seeking early readmission. Nine were deleted by a grade change, leaving 185 appeals to be considered by the committee.

On January 2 there were 172 appeals. Fifty appeals were pre-approved based on criteria previously established by the committee, nine appeals were approved by the committee at the meeting, and 113 appeals were denied by the committee. Fifty-four of the denied appeals were subsequently appealed to the Dean of the student's respective college. Sixteen of these were approved and 38 were denied.

On January 5 there were 13 appeals. Seven were pre-approved based on criteria previously established by the committee, none (0) were approved by the committee at the meeting, and six appeals were denied by the committee. Four of the denied appeals were subsequently appealed to the Dean of the student's respective college. One of these was approved and three were denied.

Respectfully submitted,

William Levernier

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## **ELECTIONS COMMITTEE**

Chair: Jim LoBue

*No report submitted.*

## **FACULTY WELFARE COMMITTEE**

Chair: Jean-Paul Carton

The Faculty Welfare Committee has not met since the last Librarian's Report.

## **FACULTY DEVELOPMENT COMMITTEE**

Chair: Kathy Alberton

The Faculty Development Committee met January 28th for travel award decisions. It awarded over \$19,000 in professional travel for the second of three funding cycles. The committee also agreed on meeting dates for educational leave and Excellence in Instruction awards.

## **FACULTY SERVICE COMMITTEE**

Chair: Alice Hall

Faculty Service Minutes

The nomination letters for the Excellence in Service award have been sent to the nominees. The schedule for viewing the nominee materials for the Excellence In Service award will be March 1-5, 2004. Faculty Service Grant Cycle 2 proposals are due by February 4, 2004 to the Office of the Vice President for Academic Affairs.

## **FACULTY RESEARCH COMMITTEE**

Chair: David Alley

The Committee met on December 1, 2003 to Grant discuss Faculty Research Grant guidelines:  
Meeting of Faculty Research Committee  
December 1, 2003

Should temporary faculty be excluded from competition? Guidelines for exterior funding

may be excluded from competition under a new proposal being considered by Provost. Is this justification to exclude temporary for interior funding? Not necessarily....

Griffin would not favor excluding temporary faculty – distinction – temporary full-time not temporary part time. Discussion about what are the criteria for selecting temporary full-time faculty... Do we look track record of publications so as to establish track record leading up to research proposal?

Don't think we will get many proposals from temporaries – heavy teaching load, lack of track record, this represents a change from past – heavy teaching load is heavier than in past....

Only counterargument is little bit of money and don't want to make it more competitive than it already is...

1. Five vote in favor of not excluding temporary faculty from competition. One voted against...

Collapsing two competitions into one: problem with fiscal year deadlines – July to July currently, fall money must be spent by June of following year. Under current guidelines fall proposals are funded by middle of November and money must all be spent by June of following year.

Proposal to collapse two competitions into one competition in Spring – motion was seconded – Discussion JoEllen said that objections had to do with tradition for tradition's sake

2. Motion was made and passed unanimously – Collapse two competitions into one competition with Spring semester deadline. Talk to Karen about what were faculty objections to this proposal before sending this on

Junior faculty vs. senior faculty – Griffin says that proposals should be based exclusively on merit. Paul said he could think of reasons for preferring junior over senior faculty. Paul points out that discussion that ensued had little to do with senior vs. junior faculty distinction . Had to do with merit.

3. No distinction between junior and senior faculty – based on merit exclusively

4. If you receive and accept funding from faculty research committee faculty cannot apply for funding for the following academic year – Example receive funding for 2003-2004 not eligible for 2004-2005. Eligible for 2005-2006.

5. Recommendation to list all years that applicant has received funding from faculty research committee on application form.

6. Suggestion to include on proposal form an explanation of what investigator accomplished with past funding from faculty research committee; form of this report include publications, graduate students, presentations, patents, etc. It would be really nice for Office of Research Services to publicize these accomplishments.

Looking forward to next year:

Work on revisions to proposal form during January and send passed proposals to Faculty Senate.

Read awards for excellence documents during January.

Meet for grants sometime between February 16 – February 20 with possible another date for follow-up meeting.

WE should receive copies of proposals February 5

Proposal to do everything on line.... Griffin says he does not like using attachments...

Preference for next meeting in February will be Monday, Wednesday or Friday at 3:30 PM

**Summary of Recommendations to the Faculty Senate**

Faculty Research Committee

Meeting of December 1, 2003

1. The current two competitions (Fall and Spring) should be collapsed into one Spring Semester competition.
2. Research grant proposals should be judged exclusively on merit. Junior and senior faculty status should not be a criterion for evaluation.
3. Temporary faculty members are eligible to participate in the faculty research grant competition.
4. No faculty member will be eligible to receive funding from the Faculty



Research Committee for two concurrent years. Thus, a faculty member who receives funding from the Faculty Research Committee for the academic year 2004-2005 would be ineligible to apply for funds from this committee during the academic year 2005-2006. He or she would again be eligible in the academic year 2006-2007.

5. The application form for faculty research grants will be amended to include a list of all years an applicant has received funding from the Faculty Research Committee.

6. The application form for faculty research grants will be amended to include a list of accomplishments from past research funding from the Faculty Research Committee including, but not limited to, publications, presentations, poster sessions, performances and patents.

Submitted by David Alley, Chair of Faculty Research Committee  
January 27, 2004

## **GRADUATE COMMITTEE**

Chair: Richard Flynn

### **GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

### **GRADUATE COMMITTEE MINUTES**

November 20, 2003, Conference Room, College of Graduate Studies

Present: Dr. Charles Hardy, COGS; Dr. Delores Liston, COE; Dr. Kathleen Comerford, CLASS; Dr. Jim Randall, COBA; Dr. David Stone, CLASS; Dr. Deborah Thomas, COE; Dr. Kathleen Gruben, COBA; Dr. Daniel Gleason, COST; Dr. June Alberto, CHHS; Dr. Bede Mitchell, LIB; Jason Hoynes, GSO

Others: Dr.  
John R. Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Dr. Curtis Ricker, CLASS; Dr. Fred Whitt, CHHS; Dr. Rick Carter, CHHS; Dr. Robert Vogel, CHHS; Dr. Richard Pacelle, CLASS; Eric Gillis, MPH-Biostat.; Kristy Hoyman, MPH-Biostat.; Dr. Dan Hagan, COST; Dr. Anny Morrobel-Sosa, COST

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

**I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

**II. APPROVAL OF MINUTES**

Minutes of the October 23, 2003, Graduate Committee meeting were approved as written.

**III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS**

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

**Department of Public Health**

New Course Proposals

**BIOS 6135 Topics of Inference in Biostatistics**

BIOS 6135 provides an introduction to the fundamental knowledge of derivatives, integrals and matrix algebra found in biostatistical inference. The course will introduce the theory of quadratic forms and their applications to distributions, the method of maximum likelihood estimation, likelihood ratio tests, restricted maximum likelihood, and the basis for inferences derived from hypothesis testing and confidence intervals. Emphasis will be placed on how these techniques are used in biostatistical problems and applications using examples from the pharmaceutical industry.

Justification: Provides support for the MPH/Biostatistic program of study.

**BIOS 6331 Regression Analysis in Biostatistics**

BIOS 6331 introduces methods for analyzing Biomedical and health related data using linear regression models. The course will introduce the student to matrix algebra as used in linear models. The course will involve model selection, diagnosis and remedial techniques to correct for assumption violations. Students will also be introduced to linear logistic models, Poisson models and linearized models as found in the biomedical and health related areas. The students will learn how to apply SAS procedures PROC REG, PROC CORR, PROC GLM, PROC LOGISTIC and PROC PROBIT and interpret the results of analysis. Prerequisite: HLTH 6132 or equivalent.

Justification: Provides support for the MPH/Biostatistic program of study.

**BIOS 6332 Experimental Design in Biostatistics**

BIOS 6332 introduces the student to experimental designs commonly used in health-related fields and the methods for analyzing them. It will introduce the student to completely randomized designs, randomized block designs, nested designs, split-plot designs, crossover designs, Latin squares and analysis of

longitudinal designs. Students will be introduced to fixed effects models, random effects models and mixed models. Students will learn how to apply SAS procedures: PROC GLM, PROC MIXED, PROC GENMOD and PROC VARCOMP to data and interpret the analysis results. Prerequisite: BIOS 6331 or equivalent.

Justification: Provides support for the MPH/Biostatistic program of study.

**BIOS 7331                      Multivariate Analysis in Biostatistics**

BIOS 7331 This course is designed to provide students in biostatistics with an introduction to multivariate methods commonly found in health related fields. The course will emphasize multivariate regression, multivariate analysis of variance (MANOVA) and co-variance (MANCOVA), discriminant analysis and an alternative to logistic regression and cluster analysis. Students will be introduced to appropriate SAS procedures and be required to interpret and report their results in a form that meets both FDA and the International Committee on Harmonization. Prerequisite: BIOS 6332.

**BIOS 7534                      Data Management for Biostatistics**

BIOS 7534 This course emphasizes data management and software applications using the SAS (Statistical Analysis System) software package. Particular focus is placed on applications pertaining to clinical trials. Prerequisite: HLTH 6132 or equivalent.

Justification: Provides support for the MPH/Biostatistic program of study.

MOTION: Dr. June Alberto motioned to approve the new course proposals from the Department of Public Health. Dr. Deborah Thomas provided the second. The motion was passed.

**Program Revision**

Department of Public Health  
M.P.H. 45 HOURS  
EMPHASIS IN BIOSTATISTICS

MOTION: Dr. June Alberto motioned to approve this program revision for the MPH/Biostatistics from the Department of Public Health. Dr. Deborah Thomas provided the second. The motion was passed.

## COLLEGE OF SCIENCE AND TECHNOLOGY

### Department of Biology

**Course Revisions**

**BIOL 7141                      Molecular Techniques**

Students learn molecular biology techniques through hands-on exercises. Techniques covered include DNA isolation, agarose and polyacrylamide gel

electrophoresis, restriction enzyme analysis, Southern blot analysis, cloning, DNA sequencing and bioinformatics. Prerequisites: Three semester hours of genetics, organic chemistry, biochemistry recommended, or permission of instructor. 4 credit hours.

Justification: Modifications in the course were necessary to reflect necessary lecture time, course content, format and credit hours. The current course content was previously approved and taught as a Special Topics course (Biol 7090) in Fall 2002

MOTION: Dr. Danny Gleason motioned to approve the course revision from the Department of Biology. Dr. June Alberto provided the second. The motion was passed.

## **Department of Geology & Geography**

### **Course Revisions**

#### **GEOG/AMST 5130G    Geography of North America**

Systematic regional treatment of Canada and the United States including the physical, cultural, and economic aspects of various subregions. Special attention will be paid to comparative themes such as resource development, trade, and migration. Graduate students will complete an individual term project or special report. Three credit hours.

Justification: This class has been redesigned as a regional survey in an effort to balance the number of regional and topical courses offered by the Department of Geology and Geography. Recent employment indicators from the Association of American Geographers suggest that graduates benefit significantly from increased training in regional studies as opposed to historical geography. Finally, the reformulated course more accurately reflects new faculty research expertise in Canada.

#### **GEOG 5141G        Paleontology**

This course covers the applications of paleontological methods to geologic problems. Major topics include: 1) the formation of fossils, 2) biostratigraphy, 3) fossil identification and classification, 4) biogeography, and 5) paleoclimatology. Labs utilize a diverse collection of fossils and a computer lab with paleontology software. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and GEOL 1122, introductory biology or approval of instructor. Four credit hours.

Justification: The class has been revised to more accurately reflect how paleontology is currently practiced by geologists. The new description better reflects the current course and its emphasis. The course now focuses on methods, and how invertebrate and vertebrate fossils can be used to demonstrate these methods; therefore, the new course title is more generalized to reflect the use of both vertebrates and invertebrates in this course.

MOTION: Dr. Danny Gleason motioned to approve the course revisions from the Department of Geology & Geography. Dr. June Alberto provided the second. The motion was passed.

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## COLLEGE OF EDUCATION

### Department of Leadership, Technology & Human Development

#### New Course Proposals

#### **COUN 8538                      Advanced Group Development & Supervision**

Emphasis is placed on principles of group leadership and group processes at the theoretical and applied levels. Supervised practice in leading and/or co-leading groups in counseling is included. (3 credit hours)

Justification: There is an increasing need to do group counseling in the school and community settings. One course is not sufficient to develop and practice group skills necessary to meet needs of clients/students. This course allows students to receive the in-depth training not available in the one required course at the Masters level, COUN 7334 Group Dynamics.

#### **Program Revisions**

Department of Leadership, Technology & Human Development  
Revised Program of Study - Ed.S.: Counselor Education Program

For the Ed.S. in Counselor Education Program, the Counselor Education faculty proposes removing two courses and adding one new course to the Required Specialized Content section and called Counselor Education Core Requirements in the catalog. This change will result in there being a total of nine (9) hours of Required Specialized Content/Counselor Education Core Requirements and twelve (12) hours of Recommended Counselor Education Electives and three (3) hours of Free Electives.

Justification: We propose moving COUN 8533 Professional Practice and Ethics and ITEC 7530 Instructional Technology Foundations from Required Specialized Content to the elective category. We require students to complete COUN 7331, an ethics course, at the Masters level. This is in line with CACREP Standards. Therefore, COUN 8533 is no longer needed as a required course at the Ed.S. level but could serve as a viable elective. For those students who have not taken an ethics course in their Masters program, they will be encouraged to take COUN 8533 as an elective. ITEC 7530 is a prerequisite for ITEC 8530 that is required for initial certification. Most of our students will take these courses at the Masters level. For those who have not had these courses, they can be taken under the suggested elective category.

With the reduction in Required Specialized Content hours from 12 to 9 hours, there will be an increase in Suggested Electives from 9 to 12 hours, thus giving the students more flexibility in course selection.

#### M.Ed. - Instructional Technology (Revision of M.Ed. Comp Exam)

The Instructional Technology Program faculty proposes eliminating the Master's Comprehensive Examination in its current written format and substituting an electronic portfolio as a requirement for program completion and graduation. The electronic portfolio will allow students to more clearly demonstrate mastery of

program area objectives. The proposed change would take effect for students graduating in Fall, 2004.

MOTION: Dr. Deborah Thomas motioned to approve the changes from the Department of Leadership, Technology & Human Development. Dr. Jim Randall provided the second. The motion was passed.

### **Department of Teaching & Learning**

#### **Program Revisions**

Revised Program of Study: M.Ed. in French Education

Remove EDUC 7130 Curriculum Theories and Design from the M.ED. in French Education as a program requirement. Increase the Electives from 6 semester hours to 9 semester hours.

Justification: The course content no longer meets the needs of students enrolled in this graduate program. ESED 7231 Foreign Language Curriculum is already a requirement in the program. This course provides a study of foreign language curriculum, as well as strategies for developing appropriate foreign language curriculum for P-12 classrooms and how these strategies have an effect on learning in elementary, middle, and secondary schools. The Electives will be increased from 6 semester hours to 9 semester hours in order for candidates to complete the ESOL Endorsement if they are interested in becoming certified in ESOL.

Revised Program of Study: M.Ed. in Spanish Education

Remove EDUC 7130 Curriculum Theories and Design from the M.ED. in Spanish Education as a program requirement. Increase the Electives from 6 semester hours to 9 semester hours.

Justification: The course content no longer meets the needs of students enrolled in this graduate program. ESED 7231 Foreign Language Curriculum is already a requirement in the program. This course provides a study of foreign language curriculum, as well as strategies for developing appropriate foreign language curriculum for P-12 classrooms and how these strategies have an effect on learning in elementary, middle, and secondary schools. The Electives will be increased from 6 semester hours to 9 semester hours in order for candidates to complete the ESOL Endorsement if they are interested in becoming certified in ESOL.

MOTION: Dr. Deborah Thomas motioned to approve the changes from the Department of Teaching & Learning. Dr. Kathleen Comerford provided the second. The motion was passed.

### **IV. OLD BUSINESS**

Dr. Charles Hardy presented the Revised Graduate Faculty Model, recently approved by the Faculty Senate to the Graduate Committee. He also thanked the committee for their work on this project. The new model will go into effect once the President approves the Faculty Senate minutes.

### **V. NEW BUSINESS**

Dr. Charles Hardy presented the report from the Graduate Faculty Subcommittee. The subcommittee approved the following candidates for Full Graduate Faculty status: Dr. Robert Costomiris, CLASS; Dr. Bruce Krajewski, CLASS; Dr. Manouchehr Tabatabaei, COIT. The following faculty members were approved for Associate Graduate Faculty status: Dr. Julia Griffin, CLASS; Dr. Bernie Huang, COST; Dr. Frances Jordan, COST; Dr. Scott Kersey, COST; Dr. Susie Lanier, COST; Dr. Viktor Maymeskul, COST; Dr. Hsiag-Jui Kung, COIT; and Dr. James Whitworth, COIT. Dr. Delores Liston acknowledged the hard work of the subcommittee.

MOTION: Dr. Kathleen Comerford motioned to accept the Graduate Faculty Subcommittee report. Dr. Jim Randall provided the second. The motion was passed.

Dr. Charles Hardy acknowledged Jason Hoynes, representing the Graduate Student Organization, as a newly elected member of the Graduate Committee.

Dr. Charles Hardy presented the Jack N. Averitt College of Graduate Studies Task Force Update. Four Task Forces have been formed for the AY 03-04. They are as follows: Enrollment Management, Electronic Dissertation/Thesis Project, Graduate Student Welfare, and Graduate Faculty Welfare.

Dr. Charles Hardy presented a proposal from the Department of Political Science for the addition of a concentration to the M.A. in Social Science. Dr. Richard Pacelle, Chair of the Department of Political Science, addressed the Graduate Committee, stating that this proposal was consistent with the results of the University's program review process and strategic plan. Dr. Hardy indicated that action on this proposal was being requested, at this time, so that the necessary recruiting efforts could begin for Fall 2004 implementation.

#### **Program Revision**

Department of Political Science

M.A. IN SOCIAL SCIENCE WITH A CONCENTRATION IN POLITICAL SCIENCE

36 HOURS

MOTION: Dr. David Stone motioned to approve the concentration in Political Science under the M.A. in Social Science presented by the Department of Political Science. Dr. June Alberto provided the second. The motion was passed.

#### **VI. ANNOUNCEMENTS**

Dr. Kathleen Comerford announced the Fall Choral Concert with the Statesboro/GSU Community Chorus and two Student Ensembles will be held tonight, November 20, 2003 at 8 pm in the Foy Fine Arts Concert Hall.

Dr. Charles Hardy invited the Graduate Committee to the College of Graduate Studies Holiday Reception in honor of the Graduate Program Directors/Coordinators on December 3, 2003 from 3 to 5 pm.

Dr. Danny Gleason announced a public meeting discussing the Gray's Reef Sanctuary at the Boy's & Girl's Club tonight, November 20, 2003 at 6:30 pm.

#### **VII. ADJOURNMENT**

Faculty Senate Librarian's Report, *February 2, 2004*

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There being no further business, Dr. Jim Randall motioned that the meeting be adjourned. Dr. Kathleen Comerford seconded the motion. It was passed. The meeting was adjourned at 4:35 pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

## **LIBRARY COMMITTEE**

Chair: Robert Costomiris

*No report submitted.*

## **UNDERGRADUATE COMMITTEE**

Chair: Sharon Barrs

**UNDERGRADUATE COMMITTEE  
MINUTES OF OCTOBER 22, 2003 MEETING  
3:00 p.m.  
4<sup>th</sup> Floor Conference Room, Henderson Library**

**Present:** Ms. Sharon Barrs; Dr. Mary Hazeldine; Dr. Amy Heaston; Dr. Ken Johnston; Dr. Barry Joyner; Dr. Michael Moore; Dr. John Murray; Ms. Camille Rogers; Ms. Cynthia Sikes; Dr. Bob Haney; Ms. Charisse Perkins. **Visitors:** Dr. Rick Carter; Mr. Mike Deal; Dr. Steve Engel; Dr. Donnie Richards.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:03 p.m.



### **AMENDED AGENDA**

Dr. Dan Hagan requested that the agenda be amended allowing the Allen E. Paulson College of Science and Technology to be first to present. A Heaston/Hazeldine motion was approved unanimously.

### **APPROVAL OF MINUTES**

Dr. Bob Haney made one correction to the minutes of the September 23 meeting. A Joyner/Heaston motion to approve the minutes, with the correction, was passed unanimously.

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

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

### **DEPARTMENT OF BIOLOGY**

#### New Course

**BIOL 5333** Emerging Diseases

Study of the epidemiology of emerging and re-emerging human diseases throughout the world, but with emphasis on the situation in North America. New and resurging diseases caused by prions, viruses, bacteria, protozoa, fungi, arthropods, and helminthes will be discussed, including some vector-borne and tropical diseases. Prerequisites: BIOL 3132 and BIOL 3133 or permission of instructor. 3 credit hours.

This course has been taught four times previously as a BIOL 5099 selected topics course. The course has been popular with students and enhances our offerings to students interested in the biology of different disease organisms and vectors.

A Murray/Sikes motion to approve this new course was passed unanimously.

### **COLLEGE OF EDUCATION**

Dr. Amy Heaston presented the following agenda item from the College of Education.

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

#### New Course

**EDLD 4090** Selected Topics in Educational Leadership

**Participants are introduced to selected topics in the areas of administration and supervision. Focuses on the specialized needs of administrators, supervisors, counselors, and teachers who do not require certification. 3 credit hours.**

This course is intended for use for selected undergraduates to investigate administration and leadership issues. A Heaston/Moore motion to approve the new course was passed unanimously.

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

Dr. Donnie Richards introduced Dr. Steve Engel, who presented the following agenda items for the Department of Political Science.

### **DEPARTMENT OF POLITICAL SCIENCE**

#### **Revision of the Bachelor of Science in Justice Studies Degree**

Summary of Proposed Changes to the B.S.J.S.

#### **Change Area F – Courses Appropriate to Major**

FROM:

Required:

- CRJU 1100 Introduction to Criminal Justice (3)
- CRJU 2131 Justice and Ethics (3)
- CISM 1110 Computer Applications (1)
- CISM 1120 Computer Concepts (2)
- PSYC 1101 Introduction to Psychology (3)
- SOCI 1101 Introduction to Sociology (3)
- STAT 2231 Introduction to Statistics (3)

If any of the above area taken to satisfy other areas of the core, select from:

- ANTH 1102 Introduction to Anthropology (3)
- GEOG 1130 World Regional Geography (3)
- PHIL 1030 Introduction to Philosophy (3)

**TO:**

Required:

- CRJU 1100 Introduction to Criminal Justice (3)
- CRJU 2131 Justice and Ethics (3)
- PSYC 1101 Introduction to Psychology (3)
- SOCI 1101 Introduction to Sociology (3)
- STAT 2231 Introduction to Statistics (3)

3 hours from:

- ANTH 1102 Introduction to Anthropology
- CISM 1110 Computer Applications (1)
- CISM 1120 Computer Concepts (2)
- COMM 1110 Principles of Public Speaking (3)
- FORL 1001 or 1002 Introductory I or II (3)
- FORL 2001 or 2002 Intermediate I or II (3)
- GEOG 1130 Introduction to Philosophy (3)
- PHIL 1030 Introduction to Philosophy (3)
- PHIL 2232 Critical Thinking (3)
- POLS 2101 Introduction to Political Science (3)

**If any of the required Area F courses are taken to satisfy other areas of the core, selected from the courses listed above.**

A Hazeldine/Heaston motion to approve these Area F changes was passed unanimously.

Change the requirements of the Major Courses from 19 hours to 18 hours by removing CRJU 1110 – Careers in Criminal Justice (1) from the curriculum.

A Joyner/Hazeldine motion to approve this change in hours was passed with one opposed vote.

**Change the requirements of the Upper Division CRJU Options from 11 hours to 12 hours. Also, remove CRJU 3711 – Computer Assisted Criminal Justice Research (1) from the curriculum.**

A Murray/Heaston motion to approve this change in hours was passed unanimously.

**Add to the Multidisciplinary Course options available to students as follows:**

Diversity:

- ENGL 3231 Survey of African American Literature (3)
- HIST 3137 History of Women in the United States (3)
- HIST 4143 The Civil Rights Movement (3)
- PHIL 4130 Feminist Philosophy (3)
- POLS 3133 Latin American Politics (3)
- SOCI 4431 Inequality (3)
- WGST 3230 Introduction to Women and Gender Studies (3)

Human Behavior:

PSYC 3335 Personality Psychology (3)  
Institutional Processes:  
PHIL 3232 Philosophy of Law (3)

A Joyner/Moore motion to approve these options was passed unanimously.

**Add the following statement under “Other Program Requirements”:**

A grade of “C” or above is required for each Area F, CRJU, and multidisciplinary requirements course taken in the major. This applies to all courses (lower- and upper-division). If advisor recommends, one “D” allowed if matched by “B” or higher in another course in the major.

A Murray/Hazeldine motion to approve the addition of this statement was passed unanimously.

**Course Deletion**

**CRJU 1110 Careers in Criminal Justice**

The subject, course materials, and student activities in Careers in Criminal Justice are better suited to informal information processes, not an academic course. A Heaston/Joyner motion to approve the deletion of this course was passed unanimously.

Catalog Description and Prerequisite

**FROM: 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, and defenses to criminal liability. Prerequisite: CRJU 1100.

**TO: CRJU 3131 Criminal Law**

Studies of the nature, origins, and purposes of criminal law in the United States. Also addresses the constitutional limits on criminal law, the general principles of criminal liability, the elements of specific crimes, and the defenses of criminal liability, as well as an examination of the Georgia Criminal Code as it relates to specific crimes. Prerequisites: NONE. (3 credit hours)

Title, Catalog Description and Prerequisite

**FROM: CRJU 3134 Advanced Criminal Investigations**

Introduces students to the fundamentals of conducting a criminal investigation. Topics include terminology associated with a criminal investigation; steps taken at a crime scene;

evidentiary issues, legalities; completing an investigation; and writing the final report.

Prerequisite: CRJU 1100.

**TO: CRJU 3134 Criminal Investigations**

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. Prerequisites: NONE (3 hours)

Catalog Description

**FROM: POLS/CRJU 3137 Judicial Process**

Introduces students to the judicial process through analysis and evaluation of the main institutions and actions affecting the administration of justice under law. Prerequisites: None

**TO: POLS/CRJU 3137 Judicial Process**

Introduces students to the judicial process through analysis and evaluation of the main actors, institutions, processes, and procedures that affect the administration of justice.

Prerequisites: None (3 hours)

Catalog Description and Prerequisite

**FROM: CRJU 3331 Corrections**

A systematic study of the role and functions of facilities and programs for offenders. Special attention will be given to the development of historical and contemporary correctional facilities, operational philosophies, inmate classification systems, programs, special populations, prison industries, correctional workers, prisoners' rights, and privatization of correction institutions. Prerequisite: CRJU 1100.

**TO: CRJU 3331 Corrections**

An overview of correction theories, philosophies, practices, and procedures.

Prerequisites: None (3 credit hours)

Catalog Description

**FROM: CRJU 3332 Community-Based Corrections**

A study of the historical and philosophical aspects of probation, parole, and community correctional programs. The effectiveness of community corrections will be analyzed.

Prerequisites: None

**TO: CRJU 3332 Community-Based Corrections**

Theories and methods of offender community-based treatment. Offers theories and techniques which may be employed within the boundaries of probation, parole, and other non-custodial programs that influence and alter the attitudes, values, and behaviors of persons adjudicated guilty by the criminal justice system. Also reviews community-based treatment programs, emphasizing functions of half-way houses and the use of volunteers in corrections. Prerequisites: None (3 hours)

**FROM: CRJU 3431 Juvenile Justice**

An overview of basic philosophy and procedures of juvenile, status, and delinquent offenses. This course begins with a historical background of the juvenile justice system; however, past and present processes of the system will be examined. Current practices will be studied including the rights of juveniles and how they are treated and processed in the juvenile justice system. Prerequisites: None.

**TO: CRJU 3431 Juvenile Justice**

Provides an overview of the operation of the juvenile justice system and juvenile jurisprudence. Specifically, examines the history of the juvenile justice movement and its future, explains how juveniles are handled by the system, and discusses the legal status of juveniles in the adult system. Prerequisites: None. (3 hours)

**FROM: CRJU/SOCI 3432 Gangs, Drugs, and Criminal Justice**

An overview of one of the contemporary major crises facing our American communities: gang activities and illegal drug hierarchy. Prerequisites: None.

**TO: CRJU/SOCI 3432 Gangs, Drugs, and Criminal Justice**

Focuses on the history and crime-related aspects of mind-affecting drugs, with emphasis on effects on criminal behavior, the legal response to the problem, and on the interface of drugs and youth gangs. Also examines the history of youth gangs in the United States and how gangs have changed over time. Students will learn about contemporary gangs and their activities, why youths join gangs, and how gangs relate to the larger society. Prerequisites: None. (3 credit hours)

Course Deletion

**CRJU 3711 Computer Assisted CJ Research**

Catalog Description

**FROM: CRJU 4031 Offender Counseling**

Examines the major therapeutic approaches to the correction of criminal and delinquent behavior. Also a survey of the basic principles and techniques of counseling offenders in

institutional and community settings. Students will learn an interpersonal communications model. Research on the outcome of the various treatment approaches will be reviewed.

Prerequisites: None.

**TO: 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.

Prerequisites: None. (3 credit hours)

Catalog Description and Co-requisite

**FROM: CRJU 4133 Criminal Justice Organizations**

Requires a major literature review of a criminal justice organization in which a student serves an internship. Prerequisite: Junior or senior standing, internship.

**TO: CRJU 4133 Criminal Justice Organizations**

Provides students with the opportunity to conduct a detailed study of the component of the criminal justice system in which they are serving internships. Co-requisite: CRJU 4792, Internship in Criminal Justice. (3 credit hours)

Catalog Description

**FROM: CRJU 4135 Directed Study in Criminal Justice**

Substantive reading in area of special interest by a faculty member. Prerequisites: Junior or senior standing.

**TO: 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. Prerequisites: Junior or senior standing. (3 credit hours)

**FROM: CRJU 4192 Special Topics**

Designed and offered periodically based on current needs, trends, and available faculty. Examples of such courses include: Careers in Criminology and Criminal Justice, Terrorism, Legal Research, Corporate and Organized Crime, Victimology, Contemporary Issues in Criminal Justice. Prerequisites: None.

**TO: CRJU 4192 Special Topics**

Scheduled periodically to explore topics not offered in the regular curriculum. Prerequisites: None. (3 credit hours)

**FROM: CRJU 4531 Comparative World Justice Systems**

Criminal justice systems throughout the world from philosophical, historical, and cultural contexts. Prerequisites: 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 which address questions of justice. The legal, political, philosophic, social, and historical factors underlying these institutions are of primary concern. Prerequisites: None. (3 credit hours)

Catalog Description and Prerequisite

**FROM: POLS/CRJU 4732 Politics, Government and Criminal Justice**

This course provides students with a foundation for understanding the relationship between the American political system and criminal justice practice and policy. Emphasis will be placed on contemporary and historical trends in the politics of government and crime. Prerequisite: POLS 1101.

**TO: POLS/CRJU 4732 Politics, Government and Criminal Justice**

Provides students with a basic understanding of the relationship between criminal justice and American political institutions. Topics include the theoretical foundations of criminal behavior, trends in crime legislation, criminal justice perspectives, and crime policy; the application of public policy models to the criminal justice system; and the creation, implementation, and evaluation of crime policy at the local, state, and federal levels of government. Prerequisites: None. (3 hours)

Course Title and Catalog Description

**FROM: CRJU/POLS 4733 Theories of Crime and Justice**

An examination of how and why some acts become defined as crime and others do not; how that definition changes over time; theoretical approaches to judicial interpretation; and classical and modern understandings of justice. Prerequisites: None.

**TO: CRJU/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. Prerequisites: None. (3 credit hours)

Catalog Description and Prerequisite

**FROM: CRJU 4792 Internship in Criminal Justice**

Provides opportunities for students that will allow them to utilize, in a supervised setting, the knowledge they have obtained in the classroom. It may also serve to provide the student with connections for future employment opportunities, help the student intern decide a specific area of interest, and act as a recruitment source for participating agencies. The student intern will work in an agency a full semester. Students must attain junior or senior status or permission of the director to enroll. Prerequisites: Junior or Senior status or permission of the director to enroll.



**TO: 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. Emphasizes the experiential, professional, and academic development of the student. Prerequisites: Junior or Senior status and permission of the director to enroll. (3, 6, and 9 hour internships available)

The changes in the above courses, starting with CRJU 3131 through CRJU 4792, are requested to give more clear catalog descriptions to aid students in decision-making. On a Sikes/Rogers motion, all were unanimously approved as presented except CRJU 4133 and CRJU 4792, which were approved with changes.

**DEPARTMENT OF PSYCHOLOGY**

Dr. Donnie Richards presented the following agenda item for the Department of Psychology.

Prerequisite Change

**FROM: PSYC 5530 History and Systems**

PSYC 1101

**TO: PSYC 5530 History and Systems**

At least 12 credit hours in psychology courses.

This course is meant to be a capstone-type course for psychology majors integrating content from previous psychology courses. A Murray/Heaston motion to approve this change was passed unanimously.

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

Dr. Rick Carter presented the following agenda items on behalf of the College of Health and Human Sciences.

**DEPARTMENT OF PUBLIC HEALTH**

Changes to the B.S. in Health Science

Title, Prerequisite, Catalog Description

FROM: HLTH 3330 Theories of Health Behavior Change

Introduces the student to the learning and behavioral science theories that provide a framework for the practice of health education/promotion. An application of behavioral science theories for planning and implementing health promotion/education programs for individuals, groups, families and communities will be included. Prerequisites: HLTH 2130, HLTH 3133, or permission of instructor.

TO: HLTH 3330 Behavioral Approaches to Health Programs

This course is intended to introduce students to the learning and behavioral science theories that provide a framework for the practice of health education and promotion. Application of the theories to planning and implementing health promotion and education programs for individuals, groups, families, and communities will be emphasized. This course also introduces the students to various approaches to describing, explaining, and predicting health behaviors—behaviors that have or are perceived to have significant effect on human health. Prerequisite: HLTH 2130. (3 credit hours)

This course description modification reflects the new emphasis of an applied approach to theory learning. Currently, the course is taught in the department as part of the Health Behavior major curriculum. The proposed change includes course to be required for all students completing a B.S. in Health Science. Material covered in this course is designated as part of the Competency/Responsibility Area required for sitting for the Certified Health Education Specialist National Examination, and is required for the Program Accreditation by Accreditation Body (SABPAC). Prerequisite change will allow students to follow curriculum scope and sequence. A Joyner/Heaston motion to approve these changes to this course was passed unanimously.

#### Prerequisite Change

FROM: HLTH 4330 Promotional Strategies for Health Programs  
HLTH 2130 and HLTH 3133.

TO: HLTH 4330 Promotional Strategies for Health Programs  
HLTH 2130.

This course will be required for all students completing a B.S. in Health Science. The material covered in this course is designated as a Competency/Responsibility Area required for sitting for the Certified Health Education Specialist National Examination, and is required for Program Accreditation by Accreditation Body (SABPAC). The prerequisite change will allow students to follow curriculum scope and sequence. A Joyner/Sikes motion to approve this change was passed unanimously.

FROM: HLTH 4798 Internship in Community Health  
HLTH 4618  
TO: HLTH 4798 Internship in Community Health  
"C" or better in all Major Courses, Major Guided Electives, and Area F courses; 2.5  
adjusted GPA.

The rationale for this change includes maximizing options for students while allowing the program to maintain standards. It aligns criteria with newly proposed Accreditation Guidelines of SABPAC, the body for Health Science Programs Accreditation. The original request included the following statement as a part of the new prerequisites: "Students who do not meet 2.5 GPA requirement may (1) complete twelve (12) hours approved course work as substitute for internship with approval from Program Coordinator or (2) submit formal petition to Internship Appeals Committee." A Joyner/Sikes motion was made to approve these changes. However, following discussion, the motion was amended to not include the above statement as a part of the prerequisites but to include it on the program of study catalog page. The motion as amended was passed unanimously.

#### Program Changes in B.S.H.S. Community Health Major

Add: HLTH 3330 and HLTH 4330 to the Major Requirements  
Change: Hours from 12 to 6 for "Guided Major Electives" to make room for the two courses being added to the Major Requirements.  
Change the double asterisk to read: "Students not meeting the prerequisite requirements must substitute courses for the internship with approval of the Undergraduate Health Science Program Coordinator or submit formal petition to the Internship Appeals Committee."

A Joyner/Heaston motion to approve these changes to the program page was passed unanimously.

#### OTHER BUSINESS

##### Foreign Language/International Content Course Requirements

Mike Deal distributed a handout giving the number of students who graduated in 2001 and 2002 in the degree programs not requiring a foreign language or international content course and in the degree programs with an option of foreign languages or international content course. The statistics for 2003 are currently being compiled. The table gives the percent of these two groups

of graduates as compared to the total number of graduates. From the information that has been compiled thus far on the 2003 graduates, about 23% have actually taken a foreign language.

Dr. Haney indicated that one of the ambitions at the time of semester conversion was to require each student to take a foreign language. However, this was not financially feasible because of the number of faculty required to staff the classes. Therefore, it was decided that the wording would be "recommend" instead of "require" each student take a foreign language. A suggestion was made that perhaps the General Education Outcome on foreign language should be amended or revised. Sharon Barrs will check with the College of Liberal Arts and Social Sciences folks to find out what they have determined as a result of their review. She will report on this at the next meeting.

#### Adjusted Versus Cumulative GPA

Mary Hazeldine raised the question of why we have an adjusted GPA *and* a cumulative GPA. She and Mike Deal will do some research and give a report at the next meeting.

#### Classes Required for Graduation

In reference to a statement made by Dr. Engel earlier in the meeting wherein he indicated that the 400 seats available in Justice Studies were filled immediately when registration was opened, Michael Moore asked the question of whether or not seniors are able to get the classes they need to graduate. He suggested that someone check to see how many seniors are impacted by this problem.

#### Welcome

On behalf of the returning committee members, Ms. Barrs welcomed the new members to the committee.

#### Meeting Location

Beginning with the November 18 meeting, the location of the meetings will change to the Russell Union, Room 2048. This is necessitated by the scheduled renovations to the Henderson Library.

#### Adjournment

The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Faye Bacon  
Recording Secretary

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

Chair: Vaughn Vandegrift

January 13, 2004

Bob Haney chaired the meeting and conveyed the Provost's regrets that he could not attend.

1. Mike Deal (Registrar) reported that Spring enrollment as of January 12, 2004 was 14,663 students. He then reported on the fairly successful Attendance Verification process, and said that Financial aid checks would be available to students on Thursday, January 22..

Departments are currently building Summer and Fall 2004 schedules, which will go to the deans for review by January 30. The Schedule of Classes will be available on Wings on Monday, February 9, and registration for Summer and Fall 2004 begins Monday, February 16.

Mr. Deal then distributed the deadlines for Freshman mid-term grades: grades are due Wednesday, February 18, unsatisfactory grades will go to advisors by Friday, February 20, and advisors will notify those students the same day. The last day to drop classes without academic penalty is Monday, March 1.

Mr. Deal distributed the meeting schedule for the Undergraduate Committee and announced that the last meeting to consider updates for the 2004-2005 catalogue is January 27-28.

Finally, Mr. Deal distributed an Academic Standing Analysis and a report on readmission appeals for Spring 2004.

2. Bob Haney reported for Lisa Spence (IT Services) and distributed the University's plan for implementing the migration to the Groupwise e-mail and calendar program. Training will begin in late January with the Provost's Office and will continue through May of 1004.

3. Teresa Thompson (Admissions) announced the upcoming Atlanta Reception on January 15, the Open House on January 31, the third Southern Exposure February 8-9 and Scholars' Day February 27-28. She noted that we have 138 more applicants with SAT scores of 1200 or above compared to the same time last year for a total of 432 students. She then distributed sample biographies of Scholars' Day prospects.

4. Jayne Perkins (Strategic Research and Analysis) discussed plans to migrate from Social Security Numbers to an alternate ID number for students. She distributed the Georgia Southern Survey Schedule for AY04 and reminded members of important web addresses for USG and Georgia Southern data.

5. Kent Rittschof (CET) distributed the floor plan of the new CET offices in the College of Information Technology building. He invited members to visit the new facilities and reminded them that the CET now has an extensive library devoted to resources on teaching and learning.

November 18, 2003

1. Mike Deal (Registrar) reported that Fall enrollment figures look good. He presented a draft of the Fall 2006-Summer 2007 calendar. He reported that the first round of Freshman Midterm Grades resulted in an increase in dropped classes and noted that 2900 unsatisfactory grades were given. He noted that we need to examine whether retention purposes are being served by the midterm grades. Mr. Deal then announced important end of semester dates and presented the Commencement brochure.

2. Lisa Spence (IT Services) discussed plans for implementing Groupwise as the campus e-mail and calendar client and announced that online training would be made available. She noted that we now have the "Ask Gus" search engine on the University Web Site, and that the Campus Directory was coming online and would be updated weekly. She announced that computer lab information was available in database format, planning is underway for Banner 6, and that her office would begin coordinating campus AV equipment.

3. Teresa Thompson (Admissions) announced the upcoming Scholars' Day February 27-28 and asked for input.

4. Jayne Perkins (Strategic Research and Analysis) announced progress on various surveys and discussed the Enrollment Summary.

5. Kent Rittschof (CET) announced the move of the CET to the College of Information Technology building. He also announced the CET's four day retreat and noted an increase in participation in the Fall New Faculty programs. Copyright information with links is being made available on the CET Web Site.

6. Charlie Hardy (COGS) announced that everything was great with the Graduate College.

Respectfully submitted,  
Richard Flynn  
Senate Librarian

## **Faculty Senate Librarian's Report**

**March 12, 2004**

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

### **ACADEMIC STANDARDS COMMITTEE**

Chair: William Levernier

*No Report Submitted.*

### **ELECTIONS COMMITTEE**

Chair: Jim LoBue

MEMO

From: Jim LoBue, Chair Senate Elections Committee

To: Richard Flynn, Senate Librarian

Re: Senate Elections Committee minutes

Date: 2-11-04

The Senate Elections Committee met on Friday, January 30, 2004 and approved the attached motions. In attendance: David Robinson, Jeanette Rice (Senate Secretary), Bill Bolen, Ming Fang He, Ardian Greca, Jennie Dilworth, Bruce Schulte, and David Lowder.

The first motion is a proposal for a change of practice. Currently we elect an alternate for the graduate committee. There is no statement in the Bylaws that dictates this. Thus we assume that it is a "regular practice" of the Senate to do this. The simplest way to address the need for proper representation on the undergraduate is to implement this practice for the undergraduate committee as well.

The second motion represents a summary of the apportionment of the Faculty Senate for 2004. The faculty count in each unit was provided by the Provost's office.

#### **Alternates Proposal**

##### **Preamble:**

Our charge was to develop a solution to the problem experienced by the two most time-sensitive Faculty Senate committees, the Graduate committee and the Undergraduate committee. Further, it is primarily the Undergraduate committee that seems to be most in need of support.

Three problems these committees experience are (1) the difficulty in being represented by faculty



from all units at a given meeting, (2) absence that threatens a quorum, and (3) the frequency of meetings (once per month). There seem to be two major reasons that lead to this situation. (1) The size of these committees is substantial. They not only involve two representatives from each unit, but also numerous administrators. (2) Related to the first reason, the time for the meeting is always late afternoon (3:30 PM). Unfortunately, late afternoon meetings cause scheduling difficulties in many departments where late afternoon teaching assignments are common. It is difficult for a committee member to find an alternate from the same unit whose schedule allows attendance on a monthly basis.

Since a faculty member will, in general, not know his or her teaching schedule by the time it is necessary for them to nominate themselves for a position on these committees, the continued stress described above will continue.

**Proposed:**

As is already the practice with the Graduate committee, we on the Senate Elections committee recommend that an alternate be elected from each unit to provide some flexibility in solving these problems. The process by which this candidate is chosen should be up to the unit through its unit elections committee.

MEMO

From: Jim LoBue, Chair Senate Elections Committee  
To: Senate Elections Committee  
Re: Apportionment, 2004

Date: 1-29-04

Below find the numerical apportionment dictated by the Statutes of Georgia Southern and by the Faculty Senate Bylaws (recently modified). As can be seen, the number of senators increases by six this year partly as a result of an increase in total faculty, but also as a result of the choice of the 15:1 ratio chosen as an apportionment factor.

The changes from last year may be difficult for COE to accept (and for other colleges for that matter). The increase of two senators in CLASS and especially the increase of three senators in COST might seem unfair. I cannot shed more light on this than I did in the first paragraph. This is how the numbers work out. The best I can do as chair of the Elections Committee is to attempt to answer questions as they come up.

Find attached excerpts from the Statutes and the Bylaws.

<b>Apportionment 2004</b>					
		<b>NEW</b>		<b>OLD</b>	
<b>Divisor</b>		<b>Faculty Totals</b>	<b>Senators Assigned</b>	<b>Faculty Totals 2003</b>	<b>Senators in 2003</b>
15					
	<b>CLASS</b>	240	16	235	14
	<b>COBA</b>	93	6	101	4
	<b>CHHS</b>	80	5	78	5
	<b>CIT</b>	29	2	--	--
	<b>COE</b>	70	5	75	6
	<b>COST</b>	152	10	148	7
	<b>LIB</b>	16	2	17	2
	<b>Grand TOTAL</b>	680		654	
	<b>Total Senators</b>		46		38

## **Statutes of Georgia Southern University**

### **ARTICLE V. THE FACULTY SENATE**

**SECTION 8.** The Faculty Senate shall be composed of the following:

A. Voting members. Voting members of the Faculty Senate shall include at least forty regular full-time members of the faculty of Georgia Southern University holding the rank of instructor, assistant professor, associate professor, or professor who have been members of the faculty of the University for at least one year at the beginnings of their terms, and one student representative.

### **Faculty Senate Bylaws**

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## ARTICLE II – MEMBERSHIP AND MEETINGS

Section 1. Membership criteria are described in detail in Article V of the Statutes of Georgia Southern University. In particular,

a. each college and the Library will have the total number of its regular full-time faculty divided by 15; for every 15 faculty members, or major portion thereof (i.e. 8-14) that unit will receive a Senate seat to be filled by election following each unit's election process.

b. no unit shall have fewer than 2 senate seats, even if that means apportioning a seat to a unit that is not strictly called for by the ratio in part a of this section.

c. should apportionment calculations direct a reduction in a unit's number of senate seats, no sitting senator will be removed; that seat will be eliminated when the first senator of that unit to reach his or her term limit rotates off the senate. Also, no unit will lose more than one seat in any given year, the SEC being charged with adjusting the terms of elected senators so that the staggered term rotation of senators in a unit will not be jeopardized.

### **FACULTY WELFARE COMMITTEE**

Chair: Jean-Paul Carton

*No Report Submitted.*

### **FACULTY DEVELOPMENT COMMITTEE**

Chair: Kathy Alberton

The committee has met twice since our last report. On Wednesday, Feb. 24 we granted 8 summer awards. On Wednesday, March 10, committee members met to decide the Award for Excellence In Contributions to Instruction. The final meeting of the year will take place Wednesday, April 7 to award summer travel awards.

### **FACULTY SERVICE COMMITTEE**

Chair: Alice Hall

Faculty Service Grant Committee Meeting  
Georgia Southern University  
Meeting Report

**Friday, February 20, 2004**

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**Conference Room, Administration Building  
1:30 p.m.**

Committee members            Alice Hall, Chair, CHHS; Michael Pemberton, CLASS;  
In attendance: Starla McCollum, CHHS; Youming Li, CIT; Wendy Chambers, COE; Gale  
Watson, COST; Charles Skewis, LIBRARY; Diana Cone, Associate VPAA.

**Others present:**                    **Ms. Natalie Laney, Faculty Service Grant Coordinator**

Voting absentia:                    Dr. Russell Kent, COBA

**FACULTY SERVICE COMMITTEE REPORT**

The Faculty Service Committee met to consider the applications for Faculty Service Spring Grant awards. The Committee reviewed fourteen grant applications requesting a total of \$26,641.76. The following applications, totaling \$9,437.18 were approved: Dr. Ming Fang He, COE, \$500.00; Dr. Michael S. Kelley, COST, \$500.00; Dr. Thomas B. Klein, CLASS, \$633.00; Dr. Annette Laing, CLASS, \$700.00; Dr. W. Bede Mitchell, LIB, \$1,250.00; Dr. Mildred M. Pate, CLASS, \$1,595.00; Dr. Barbara A. Price, COBA, \$798.40; Dr. Laura B. Regassa, COST, \$500.00; Dr. Brian L. Vlcek, COST, \$960.78; Dr. Janice R. Walker, CLASS, \$2,000.00.

Respectfully submitted,

Natalie L. Laney  
Coordinator

**FACULTY RESEARCH COMMITTEE**

Chair: David Alley  
*No Report Submitted.*

## **GRADUATE COMMITTEE**

Chair: Richard Flynn

**NB: Below are the January 29, 2004 minutes, followed by the October 23, 2003 minutes. The October minutes were inadvertently left out of the February Librarian's Report.**

### **GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

#### **GRADUATE COMMITTEE MINUTES**

January 29, 2004, Conference Room, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Bob Fernekes, LIB; Dr. Jim Bradford, Academic Affairs; Dr. Delores Liston, COE; Dr. Kathleen Comerford, CLASS; Dr. Jim Randall, COBA; Dr. David Stone, CLASS; Dr. Deborah Thomas, COE; Dr. Kathleen Gruben, COBA; Dr. Jim Harris, CIT; Reginald Hanna, GSO

Others: Dr. John R. Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Dr. Donnie Richards, CLASS; Dr. Henry Eisenhart, CHHS; Dr. Greg Harwood, CLASS; Dr. Chuck Johnson, COBA

Dr. Richard Flynn, Chair, called the meeting to order at 3:30 p.m.

#### **I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

#### **II. APPROVAL OF MINUTES**

Minutes of the November 20, 2003, Graduate Committee meeting were approved as written.

#### **III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS**

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

Department of Hospitality, Tourism, and Family & Consumer Science

### **New Course Proposals**

**SMGT 6030 Selected Topics in Sport Management**

SMGT 6030 – Selected Topics in Sport Management 3-0-3

Provides students with the opportunity to study contemporary topics and issues relevant to the sport management profession.

Justification: This class will enable students and faculty to study dynamic topics in the rapidly expanding field of sport management including issues such as international sport, sport and the media, and other topics as part of their program of study.

MOTION: Dr. David Stone motioned to approve this new course proposal from the Department of Hospitality, Tourism and Family & Consumer Science. Dr. Kathleen Comerford provided the second. The motion was passed.

## **COLLEGE OF BUSINESS ADMINISTRATION**

### **School of Accountancy**

#### **Course Revisions**

##### **ACCT 7134                      Financial Reporting & Analysis**

This course focuses on the interpretation of financial statement information for decision making. Topics include understanding the importance of industry context and the firm's own strategic choices in evaluating the financial statement; assessing the quality of financial statement information and recognizing situations where more stringent forensic accounting measures might be appropriate; evaluating profitability and risk; associating subsets of the available analytical tools with the kinds of decisions for which they are most appropriate; and recognizing the effects of GAAP on the input variables of various firm valuation models. Includes coverage of recent relevant legislation and pronouncements of the FASB, SEC, and IASB. Prerequisites: Admission to the MAcc program or consent of the Director of the School of Accountancy (3 semester hours)

Justification: Because this course covers advanced financial accounting reporting and analysis issues, students taking the course need to have completed the equivalent of an undergraduate degree in accounting. The catalog description is being revised to provide better information about the course content.

MOTION: Dr. Bob Fernekes motioned to approve the course revision from the School of Accountancy. Dr. Kathleen Comerford provided the second. The motion was passed.

## **COLLEGE OF EDUCATION**

### **Department of Teaching and Learning**

#### **Program Revisions**

Revised Program of Study - Ed.S.: Teaching & Learning

The intent of this proposal to revise the Ed.S. in Teaching and Learning is to provide an opportunity for candidates to broaden their experiences and professional preparation by identifying 9 hours of electives or to identify an area of

emphasis. If a candidate wants to qualify for the HOPE scholarship, the candidate must select one of the critical field areas as an emphasis. In order for candidates to have this option, the program is being changed to reflect the areas of emphasis that are available as part of the Ed.S. An emphasis area may be identified, but it is not required.

Justification: Revise Program of Study for student to identify an emphasis area. The College of Education wants the study concentration to be recorded on the student's transcripts.

**Joint Proposal** between College of Education and College of Liberal Arts and Social Sciences

Change M.Ed. – French Education to M.Ed. in Foreign Language with a concentration in French or Spanish.

Redesignate M.Ed. in Spanish Education to become the M.A.in Spanish

Justification: The M.Ed. in French Education and the M.Ed. in Spanish Education are two low-enrollment programs; however, with the shortage of foreign language teachers in the state, the need to provide advanced course work for teachers supports the continuation of graduate programs for foreign language teachers. This proposal is designed to redirect the two programs into one M.Ed. program in Foreign Language with concentrations in Spanish or French. This change would also provide a structure that would allow additional concentrations to be developed in additional languages that indicate a need, such as Latin or German.

With the redesignation of the M.Ed. in Spanish to the M.A., students would be given an option of choosing an advanced degree which would enhance their effectiveness in the class room (M.Ed.) or allow them to pursue the degree solely in the content area of Spanish and thereby be prepared for entry into Ph.D. programs or to use their skills acquired through the M.A. program to further enhance their proficiency in the language.

MOTION: Dr. Deborah Thomas motioned to approve the changes from the Department of Teaching & Learning. Dr. Kathleen Comerford provided the second. The motion was passed.

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**Department of Foreign Languages (joint proposal with the COE Department of Teaching & Learning)**

**Program Revision**

This proposal is to redesignate the M.Ed. in French Education to the M. Ed. In Foreign Language with concentrations in French and Spanish and the M.Ed. in Spanish Education to the M.A. in Spanish.

Justification: The M.Ed. in French Education and the M.Ed. in Spanish Education are two low-enrollment programs; however, with the shortage of foreign language teachers in the state, the need to provide advanced course work for teachers supports the continuation of graduate programs for foreign language teachers. This proposal is designed to redirect the two programs into one M.Ed. program in Foreign Language with concentrations in Spanish or French. This change would also provide a structure

that would allow additional concentrations to be developed in additional languages that indicate a need, such as Latin or German.

With the redesignation of the M.Ed. in Spanish to the M.A., students would be given an option of choosing an advanced degree which would enhance their effectiveness in the class room (M.Ed.) or allow them to pursue the degree solely in the content area of Spanish and thereby be prepared for entry into Ph.D. programs or to use their skills acquired through the M.A. program to further enhance their proficiency in the language.

MOTION: Dr. Jim Randall motioned to approve the changes from the Department of Foreign Languages. Dr. David Stone provided the second. The motion was passed.

### **Department of Foreign Languages**

#### **New Course Proposals**

##### **SPAN 6130 History of the Spanish Language**

SPAN 6130. History of the Spanish Language. Study of how Spanish developed from Latin to its contemporary form. Emphasis upon the external historical context in which Spanish developed, as well as an understanding of what linguists think about language change and evolution from phonological, morphological, and syntactic points of view. 3 hrs.

Justification: This course will be required for the M. A. in Spanish.

##### **SPAN 6132 Phonetics**

SPAN 6132. Phonetics. Study of Spanish articulatory phonetics. Concentration on the basic principles of pronunciation through intensive oral drills. Students will improve ability to write in Spanish and will be able to differentiate the standard from other dialects of the language. 3hrs.

Justification: This course will be required for the M. A. in Spanish.

##### **SPAN 6230 Survey of Colonial Spanish American Literature**

SPAN 6230. Survey of Colonial Spanish American Literature. This course will provide a critical and historical study of representative literary genres and authors of Vice Regal America from Spanish transcription of pre-Columbian works to those just prior to the wars of independence. 3 hrs.

Justification: This course will be required for the M. A. in Spanish.

##### **SPAN 6231 Survey of 18-19 Century Spanish American Literature**



SPAN 6231. Survey of 18-19 Century Spanish American Literature. This course will provide a critical and historical study of representative literary genres and authors of Spanish America from the 18<sup>th</sup> and 19<sup>th</sup> centuries. 3 hrs.

Justification: New course for the M. A. in Spanish.

**SPAN 6232 16-17 Century Drama in Spain**

SPAN 6232. 16-17 Century Drama in Spain. A study of the plays of major playwrights of Golden Age Spain, including Lope de Vega, Tirso de Molina, Calderon de la Barca, Francisco Rojas de Zorrilla, and Maria de Zayas. Topics to be discussed include, but are not limited to, performance and reception, development of commercial theatre, language, and the role of theatre in early modern Spain. 3 hrs.

Justification: New course for the M. A. in Spanish.

**SPAN 6233 16-17 Century Poetry and Prose in Spain**

SPAN 6233. 16-17 Century Poetry and Prose in Spain. A study of major authors in poetry and prose of the sixteenth and seventeenth centuries. 3 hrs

Justification: Required for the new M. A. in Spanish.

**SPAN 6234 Spanish American Poetry: 1910 to the Present**

SPAN 6234. Spanish American Poetry: 1910 to the Present. A study of the works of representative post-modern, vanguard, and contemporary poets of Spanish America; analysis of poems within a literary, historical, and political context. 3 hrs.

Justification: New course for the M. A. in Spanish.

**SPAN 6235 Major Authors in Spain: 18-21 Centruies**

SPAN 6235. Major Authors in Spain: 18-21 Centuries. This course consists of a close reading and critical analysis of the principal works, schools, and movements of literature in eighteenth through twenty-first century Spain. 3 hrs.

Justification: New course for the M. A. in Spanish.

**SPAN 6236 Modern Spanish American Theatre**

SPAN 6236. Modern Spanish American Theatre. Analysis of selected works of representative Spanish American playwrights of the twentieth and twenty-first centuries, with emphasis on the social, cultural, and political contexts of the plays studied. 3 hrs.

Justification: New course for the M. A. in Spanish.

**SPAN 6331 Contemporary Spanish American Culture and Civilization**

SPAN 6331. Contemporary Spanish American Culture and Civilization. The study of contemporary civilization and current cultural trends within the various Spanish American communities. 3 hrs.

Justification: New course for the M. A. in Spanish.

**Course Revisions**

**SPAN 5235G Modern Spanish American Women Writers – change in catalog description**

SPAN 5235G. 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. 3 hrs.

Justification: To standardize the use of Spanish American rather than Latin American.

**SPAN 5332G Hispanic Culture through Cinema**

SPAN 5332G. 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. 3 hrs.

Justification: To standardize the use of Spanish American rather than Latin American.

**SPAN 7231 Picaresque Literature**

SPAN 7231. Picaresque Literature. Studies of the theme of the antihero, the "pícaro," and the development of the picaresque as a literary sub-genre in Golden Age Spain. 3 hrs.

Justification: The title change more appropriately describes the course content.

**SPAN 7232 Cervantes**

SPAN 7232. Cervantes. An in-depth analysis and discussion of Cervantes' literary works, including Don Quijote and supplementary readings in Cervantine scholarship and criticism. 3 hrs.

Justification: At the masters level a more in-depth study of Cervantes is essential. Material previously covered in SPAN 7232 will now be included in a survey of the period.

**SPAN 7234 Don Quijote**

SPAN 7234. Don Quijote. Study of Cervantes' masterpiece. Attention will be given to both the artistry of the novel and the different facets of Cervantine humanism, in the context of his time. The course of study will be based on an analytical study supported by critical bibliography. 3 hrs.

Justification: The new course is essential to preparation for the masters level student. Content from the present course will be absorbed into a survey course of modern Peninsular literature.

MOTION: Dr. Jim Randall motioned to approve these course revisions from the Department of Foreign Languages. Dr. David Stone provided the second. The motion was passed.

#### **Department of History**

##### **Course Deletions**

##### **HIST 5132G Colonial America**

Justification: This course is to be deleted and replaced with a two-course sequence.

##### **HIST 5136G Emergence of Modern America**

Justification: This course has not been offered in a number of years and we no longer have a faculty member with this area of expertise.

##### **Course Revisions:**

##### **HIST 5232G Working Class History in the United States – change of catalog description and change of title**

HIST 5232/5232G, Working-Class History in the United States: An examination of the social, cultural and political history of the working class in the United States since industrialization.

Justification: This change in the course title and description will better reflect recent trends in U.S. labor historiography.

MOTION: Dr. Jim Randall motioned to approve this course revision from the Department of History. Dr. Kathleen Gruben provided the second. The motion was passed.

#### **Department of Music**

##### **Course Deletions:**

##### **MUSC 5132G Jazz History**

Justification: From semester conversion, delete MUSC 5132G, which is identical to MUSC 5236G.

**New Course Proposal:**

**MUSE 6313 Women's Chorus**

A select choral ensemble for women open to majors and non-majors who demonstrate superior ability in the audition process. 1 credit

Justification: This chorus will provide a means for talented and skilled women to rehearse and perform appropriate literature for women's chorus.

**Course Revisions:**

**Course number change:**

**From MUSC 5131G to MUSC 5234G History of Opera**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in opera history. 3 credits.

Justification: Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable. Prerequisite (music major course) dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**From MUSC 5133G to MUSC 5230G Music in the Baroque Period**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Baroque Period. 3 credits.

Justification: Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable. Prerequisite (music major course) dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**From MUSC 5134G to MUSC 5231G Music in the Classic Period**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Classic period. 3 credits.

Justification: Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable. Prerequisite (music major course) dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**From MUSC 5137G to MUSC 5232G Music in the Romantic Period**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Romantic period. 3 credits.

Justification: Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable. Prerequisite (music major course) dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**From MUSC 5135G to MUSC 5233G Music in the Contemporary Period**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Contemporary period. 3 credits.

Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable. Prerequisite (music major course) dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**From MUSC 5136G to MUSC 5235G Music in the United States**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in American Music. 3 credits. Cross-listed with AMST.

Justification: Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable.

**From MUSC 5138G to MUSC 5237G Symphonic Literature**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in symphonic literature. 3 credits.

Justification: Some earlier course number changes made it into catalogue copy, but were not entered into Banner, creating a discrepancy between the catalogue and student transcripts. Registrar requested that we submit renumbering for entire series of courses involved. For graduation purposes, both old and new numbers will be acceptable. Prerequisite (music major course) dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**MUSC 5332G Jazz Styles and Analysis – Change in Prerequisites**

The study of most of the major jazz styles which have been documented in recordings. Emphasis in post - 1940's styles of big bands and combos, and in the musical analysis of those jazz styles. Prerequisites: MUSC 3132 and MUSC 5236. 3 credits

Justification: MUSC 5132 is deleted - MUSC 5236 is correct course number.

**MUSC 5236G Jazz History – Delete Prerequisites**

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. 3 credits. Cross-listed with AAST and AMST.

Justification: Delete prerequisites (music major courses) to allow students in AAST and AMST to register.

MOTION: Dr. Jim Randall motioned to approve these course revisions from the Department of Music. Dr. Kathleen Comerford provided the second. The motion was passed.

**Department of Sociology**

**New Course Proposal:**

**SOCI 6636 Crime and Justice**

A sociological examination of crime and justice issues. Criminological theory and social issues involving crime, delinquency, and the juvenile and criminal justice systems will be explored. 3 credit hours.

Justification: The proposed course has been offered once as a selected topics course at the graduate level and made very well. The course is needed as an elective in the current MA program and would be appropriate for all graduate students in the social sciences, history or education. We currently have a shortage of content area elective in the graduate program and none in this area.

MOTION: Dr. Jim Randall motioned to approve this new course proposal from the Department of Sociology. Dr. Kathleen Comerford provided the second. The motion was passed.

**Department of Writing and Linguistics**

**New Course Proposals:**

**WRIT 5631G Writing Crime Fiction**

A creative writing workshop in which students learn the history of crime fiction and read examples to develop their own fiction. Students will formally evaluate the work of their peers. Visiting authors will be a highlight of this course. Prerequisite: ENGL 1102 with C or better. 3 credit hours.

Justification: This course fills a void in the department's upper-level offerings in creative writing. The genre-specific course will provide variety in course offerings and give students an opportunity to focus their writing interests. It has already been offered twice as a selected topics course.

**WRIT 5632G Writing Flash Fiction**

A creative writing workshop in which students investigate the short-short story by reading and writing examples. The form is both ancient (dreams, parables) and cutting edge (Flash Fictions, Sudden Fiction). Prerequisite: ENGL 1102 with C or better. 3 credit hours.

Justification: Fills gap in course offerings in the area of creative writing and takes advantage of faculty expertise.

MOTION: Dr. Jim Randall motioned to approve these new course proposals from the Department of Writing and Linguistics. Dr. Kathleen Comerford provided the second. The motion was passed.

**IV. OLD BUSINESS**

**V. NEW BUSINESS**

Dr. Richard Flynn discussed changing the April 29, 2004 Graduate Committee meeting date due to a conflict with the week of finals. An alternate meeting date was set for April 20, 2004 at 3:30 pm.

**VI. ANNOUNCEMENTS**

Dr. Charles Hardy gave an update on Fall 2003 and Spring 2004 Enrollment for the College of Graduate Studies and discussed various task force updates with the Committee.

Dr. Dick Diebolt indicated that the College of Graduate Studies talked with the Registrar's Office about the continuation of sending RAN's (Registration Access Numbers) to graduate students through the student's campus Email account and asked if there were objections to doing so. The Committee discussed the email notification plan and supported the action.

**VII. ADJOURNMENT**

There being no further business, Dr. Jim Randall motioned that the meeting be adjourned. Dr. Kathleen Comerford seconded the motion. It was passed. The meeting was adjourned at 4:42 pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

**GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

**GRADUATE COMMITTEE MINUTES**

October 23, 2003, Conference Room, College of Graduate Studies

Present: Dr. Charlie Hardy, COGS; Dr. Delores Liston, COE; Dr. Richard Flynn, CLASS; Dr. Kathleen Comerford, CLASS; Dr. Cindi Chance, Academic Affairs; Dr. Jim Randall, COBA; Dr. David Stone, CLASS; Dr. Deborah Thomas, COE; Dr. Kathleen Gruben, COBA; Dr. Daniel Gleason, COST; Dr. June Alberto, CHHS; Dr. Jim Harris, CIT

Others: Dr. John R. Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Dr. Curtis Ricker, CLASS; Dr. Fred Whitt, CHHS; Dr. Rick Carter, CHHS; Dr. Robert Vogel, CHHS; Mr. Mike Deal, Registrar

Dr. Richard Flynn, Chair, called the meeting to order at 3:30 p.m.

**I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

**II. APPROVAL OF MINUTES**

Minutes of the September 18, 2003, Graduate Committee meeting were approved as written.

**III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS**

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

**Department of Psychology**

**Course Revision**

**Prerequisite Change**

**PSYC 5530G History and Systems**

To: At least 12 credit hours in psychology courses.

Justification: This course is designed to be a capstone course helping the student to integrate information from other psychology courses. The student should have had some other psychology courses before this one.

MOTION: Dr. David Stone motioned to approve this change for the Department of Psychology. Dr. Jim Randall seconded the motion. The motion was passed.

**COLLEGE OF SCIENCE AND TECHNOLOGY**

**Department of Biology**

**Selected Topics Announcement**

**BIOL 5099G Selected Topics: Emerging Diseases**



3 credit hours. Study of the epidemiology of emerging and re-emerging human diseases throughout the world but with emphasis on the situation in North America. New and resurging diseases caused by prions, viruses, bacteria, protozoa, fungi, arthropods, and helminths will be discussed, including some vector-borne and tropical diseases.

Justification: This course has been taught four times previously as a selected topics course. The course has been popular with students and enhances our offerings to students interested in the biology of different disease organisms and vectors. Graduate Students will complete additional work including a review paper. Recently the biologist responsible for teaching this course has taken a position in the department, therefore concurrently we are proposing that it be approved as a new permanent course offering.

### **Course Revisions**

#### **New Course Proposal**

#### **BIOL 5333G Emerging Diseases**

3 credit hours. Study of the epidemiology of emerging and re-emerging human diseases throughout the world but with emphasis on the situation in North America. New and resurging diseases caused by prions, viruses, bacteria, protozoa, fungi, arthropods, and helminths will be discussed, including some vector-borne and tropical diseases.

Justification: This course has been taught four times previously as a BIOL 5099G selected topics course. The course has been popular with students and enhances our offerings to students interested in the biology of different disease organisms and vectors. Graduate Students will complete additional work including a review paper.

MOTION: Dr. Jim Randall motioned to approve these changes to the Department of Biology. Dr. David Stone seconded the motion. The motion was passed.

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **Department of Public Health**

#### **Course Revisions**

#### **New Course Proposals**

#### **HLTH 6132 Introduction to Biostatistics with SAS Applications**

This course introduces students to the concepts of Biostatistics and SAS software. The course describes population, measurements, sampling issues, hypothesis testing, parameter estimation, categorical data analysis, regression, analysis of variance and nonparametric statistical ideas. Students will be introduced to data management and software applications using SAS (Statistical Analysis System). 3 semester hours credit.

Justification: This course will provide students with the basic statistical methodological concepts needed in the remainder of the program and introduce students to the SAS software package that is central to computation and data base operations for biostatisticians.

**BIOS 6135**                      **Topics of Inference**

BIOS 6135 provides an introduction to the derivative and integral; joint and conditional probability distributions; multivariate normal distribution; quadratic forms and review of the theory leading to the definitions of chi-square, t and F statistics; properties of estimators, the method of maximum likelihood estimation; likelihood ratio test; sample size and power curves; hypotheses of equivalence and non-inferiority; Bayesian inference and an introduction to multiple comparison methods. 3 hours

Justification: BIOS 6135 provides the students with the basic theoretical underpinnings of statistical inference. The theory presented in this course is essential for subsequent courses. This course focuses the student on statistics with a biostatistics emphasis by using real world examples from the pharmaceutical industry. The course is directed to Biostatistical applications.

**BIOS 6331**                      **Applied Linear Regression**

BIOS 6331 introduces statistical methods for analyzing regression models assuming the data are normally distributed. The course will introduce the student to matrix algebra as used in linear models. Linear models will include simple and multiple regression models and simple analysis of covariance models. The course will focus on analyzing data that arises in health-related fields. The students will learn how to apply such SAS procedures and PROC REG, PROC CORR and PROC GLM to data and interpret the results of analysis. 3 hours

Justification: Solutions to many statistical problems in the life sciences and in health related areas are approached with the application of applied linear regression models. This course will help provide the student with a firm understanding of this powerful analytical tool. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 6332**                      **Experimental Design**

BIOS 6332 introduces the student to experimental designs commonly used in health-related fields and the methods for analyzing them. It will introduce the student to completely randomized designs, randomized block designs, nested designs, split-plot designs, crossover designs, Latin squares and analysis of longitudinal designs. Students will be introduced to fixed effects models, random effects models and mixed models. Students will learn how to apply SAS procedures: PROC GLM, PROC MIXED, PROC GENMOD and PROC VARCOMP to data and interpret the analysis results. 3 hours

Justification: BIOS 6332 provides the students with one of the basic analytic tools needed to analyze experimental studies and in particular clinical trials. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 6531                      Categorical Data Analysis**

BIOS 6531 This course introduces statistical methods for analyzing both univariate and multivariate categorical and count data arising in health-related fields. Emphasis will be given to applications and computational aspects rather than theoretical concepts. The students will learn how to apply SAS procedures to data and interpret the results. Although in some situations exact small sample procedures will be introduced, the course will mainly focus on methods based on large-sample theory. 3 hours

Justification: Solutions to many statistical problems in the life sciences and in health related areas involve categorical or count data. This course will help provide the student with a firm understanding of powerful analytical tools to solve these statistical problems. This course is specifically designed to address the needs of the pharmaceutical industry and uses examples from that industry.

**BIOS 7099                      Selected Topics in Biostatistics**

BIOS 7099 Selected Topics in Biostatistics allows the student the opportunity to receive specialized and/or focused instruction in a biostatistical topic not generally offered by the department. 1 to 3 hours

Justification: BIOS 7099 allows faculty and students to explore topics that are not normally offered. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 7131                      Survival Analysis**

BIOS 7131 This course introduces statistical methods for analyzing data collected on the time to an event, referred to as survival data, in medical research and other health related fields. Emphasis will be placed on the application of the methodology and computational aspects rather than theory. The students will learn how to apply SAS procedures to data and interpret the results. 3 hours

Justification: Time to event and censored data appear frequently in medical and health-related research. This course provides the students with the needed tools to appropriately deal with this type of data. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 7231                      Clinical Trials Methodology**

BIOS 7231 This course will focus on scientific, regulatory and management aspects of clinical trials. The student will develop and critique specific sections of protocols. Students will write proposals for the statistical analysis methods appropriate to the statistical design in a proposal. 3 hours

Justification: Well-run clinical trials are regarded as the highest form of evidence in medical research. Since many of our students will be involved with clinical trials, this course is essential to their education in biostatistics. Further, this course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 7331      Applied Multivariate Analysis**

BIOS 7331 This course is designed to provide students with an introduction to statistical techniques for the analysis of continuous quantitative measurements on several variables simultaneously. This course is primarily concerned with techniques useful for the analysis of continuous observations for multivariate normal populations with linear structure. The course will include multivariate regression and analysis of variance, principle components and factor analysis, discriminate analysis and cluster analysis. Students will be introduced to appropriate computer software for analysis of multivariate data. 3 hours

Justification: BIOS 7331 provides an extension to univariate techniques found in BIOS 6331 and BIOS 6332 and additional techniques such as factor analysis and discriminant analysis. This course will provide additional insights and expertise to the statistical knowledge base of our students. This course is directed to Biostatistics majors and uses examples and data from the pharmaceutical industry. Further, the course specifically addresses the needs in clinical trials.

**BIOS 7431                      Statistical Issues in Drug Development**

BIOS 7431 Major statistical issues in the federal regulation of drug research and clinical development will be studied. Specifically, summarization, analysis and monitoring of adverse experiences, two treatment crossover designs, active control equivalence studies, optimization in clinical trials and combination drug development, dosing in the elderly, intention to treat in clinical trials, and dual control groups in rodent carcinogenicity studies will be studied. 3 hours

Justification: BIOS 7431 is intended to broaden the knowledge base of students in an area that is heavily regulated by federal (Federal Registry) and international (International Committee on Harmonization) law. The topics offered in this course will prepare students to work successfully and effectively in a highly regulated industry. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 7433                      Biopharmaceutical Statistics in Drug Development**

BIOS 7433 Statistical aspects of drug research and development, federal regulations, and marketing will be studied. Specifically, statistical methods useful in the areas of pharmaceutical discovery and optimization, assessment of pharmacological activity, pharmaceutical formulation, preclinical and clinical safety assessment, clinical development, bio-availability and bio-equivalence, clinical trials with quantitative and qualitative measurements, cancer clinical trials, and manufacturing and quality control processes will be studied. 3 hours

Justification: BIOS 7433 is intended to broaden the knowledge base of students in an area that is heavily regulated by federal (Federal Registry) and international (International Conference on Harmonization) law. The topics offered in this course will prepare students to work successfully and effectively in a highly regulated industry. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 7534                      Data Management for Biostatistics**

BIOS 7534 This course emphasizes data management and software applications using the SAS (Statistical Analysis System) software package. Particular focus is placed on applications pertaining to clinical trials. 3 hours

Justification: BIOS 7534 provides students with additional data base management tools needed to be an effective applied biostatistician. This course is directed to students in Biostatistics. The course uses examples and problems encountered in Pharmaceutical research.

**BIOS 7790                      Practicum in Biostatistics**

BIOS 7790 Practicum in Biostatistics permits the student to receive practical experience in selected biostatistical settings. Students will be placed in a guided consultative role where all learning experiences will be utilized to address statistical protocol, analysis and written communication skills. 3-6 hours

Justification: BIOS 7790 permits the student to receive practical experience in the field of biostatistics. Problem solving skills and information technologies are integral to the success of the student. BIOS 7790 provides a vehicle for obtaining problem solving skills and use of information technologies. This course is directed to students in biostatistics. This course uses examples and problems encountered in pharmaceutical research.

**BIOS 7899                      Research Projects in Biostatistics**

BIOS 7899 Research project addressed toward an active research problem. Students will be placed in a guided consultative role where all learning experiences will be utilized to address statistical protocol, analysis and written communication skills. 3-6 hours

Justification: BIOS 7899 permits the student to participate in a practical experience in the field of biostatistics and utilize their problem solving skills and knowledge of information technologies. It focuses the student on an independent research project that allows them to explore the bounds of their knowledge, ability and skills and to gain in depth knowledge and experience in an area of biostatistics.

MOTION: Dr. Jim Randall provided the motion to approve the course proposals. Dr. Delores Liston seconded the motion. After discussion regarding the proposal, a motion was made by Dr. David Stone and seconded by Dr. Danny Gleason to table the original motion to provide the opportunity for additional input where appropriate. Any additional input will be facilitated by COST and CHHS Deans.

Selected Topics Announcements**HLTH 7099                      Selected Topics: Logistic Regression**

This course introduces students to methods and techniques for analyzing and modeling the relation between categorical outcome variables and a set of covariates with the use of the linear logistic model.

**HLTH 7099 Selected Topics: General Linear Models**

This course introduces students to methods and techniques for analyzing both standard and nonstandard, or messy, data sets effectively and correctly. It is the aim of this course to show students which techniques are suitable and to help students interpret and analysis the information contained in data sets.

**IV. OLD BUSINESS**

Dr. Richard Flynn presented a copy of the Revised Graduate Faculty Model to the Committee. The model incorporated revisions suggested by the Faculty Senate. A motion was made by Dr. Jim Randall to resubmit the revised model to the Faculty Senate. Dr. Kathleen Comerford seconded the motion. The motion passed.

**V. NEW BUSINESS**

Dr. Flynn announced that several Graduate Faculty applications have been submitted. He advised that he will contact the applicants to determine if they want to table their application until the Revised Graduate Faculty Model has been approved by the Faculty Senate.

Dr. Flynn announced that he would not be present at the November 20, 2003 Graduate Committee meeting. Dr. Delores Liston was approved by acclamation to serve as Acting Chair for the above-mentioned meeting.

Dr. Jim Randall motioned to approve the following new courses as submitted from the College of Health and Human Sciences to support the MPH/Biostatistics degree program: HLTH 6132, BIOS 6531, BIOS 7231, BIOS 7131, BIOS 7431, BIOS 7433, BIOS 7099, BIOS 7790 and BIOS 7899. The motion was seconded by Dr. Delores Liston. The motion passed. During the discussion, the Committee encouraged CHHS to resubmit the five remaining courses that were proposed, but tabled, at the November 20<sup>th</sup> meeting making minor revisions to course titles and/or catalog descriptions that were suggested during the discussion.

The Graduate Committee suggested to the Registrar that a campus-wide announcement be emailed from the Registrar's Office calling to their attention posted Agenda items for upcoming Graduate Committee meetings. The Registrar's Office indicated that they were considering this and expected to implement the email announcement soon.

**VI. ANNOUNCEMENTS**

Dr. Richard Flynn announced he will be delivering his lecture, "Consolation Prize: Why Children's Poetry is Merely Funny, Therapeutic, or Utilitarian, and What We Might Do to Save It," at 7:00 pm on Thursday, October 30, 2003 in the Assembly Hall of the Nessmith-Lane Building. A reception for Dr. Flynn will begin at 6:15 pm in the pre-function area of the Assembly Hall.

**VII. ADJOURNMENT**

There being no further business, Dr. Deborah Thomas motioned that the meeting be adjourned. Dr. Danny Gleason seconded the motion. It was passed. The meeting was adjourned at 4:55pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

## **LIBRARY COMMITTEE**

Chair: Robert Costomiris

*No report submitted.*

## **UNDERGRADUATE COMMITTEE**

Chair: Sharon Barrs

### **UNDERGRADUATE COMMITTEE MINUTES OF JANUARY 27, 2004 MEETING 3:00 P.M. Russell Union, Room 2048**

**Present:** Dr. Cheryl Aasheim (for Ms. Camille Rogers); Ms. Sharon Barrs; Dr. Helen Graf; Dr. Mary Hadley; Dr. Mary Hazeldine; Dr. Amy Heaston; Dr. Ron McKinnon; Dr. John Murray; Dr. Kim Ruebel (for Dr. Michael Moore); Ms. Cynthia Sikes; Mr. Fred Smith; Dr. Bob Haney; Ms. Charisse Perkins (SGA). **Visitors:** Mr. Mike Deal; Dr. Greg Harwood; Dr. David Mathew; Dr. Sandra Peacock; Dr. Donnie Richards; Mr. Peter Smith.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:07 p.m.

### **APPROVAL OF MINUTES**

A Hazeldine/Heaston motion to approve the minutes of the November 18, 2003 meeting of the Undergraduate Committee was passed unanimously.

## COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

Dr. Donnie Richards, with assistance from others, presented the following agenda items for the College of Liberal Arts and Social Sciences.

### DEPARTMENT OF ART

#### Course Deletions

##### **ART 4332 Portfolio Design II**

The work for this course has been combined with Portfolio Design I. There will now be a three credit hour class rather than a sequence of a one credit hour course then a two credit hour course.

##### **ART 4390 Problems in Graphic Design**

More specific courses in graphic design are now being offered; therefore the independent study course will no longer be needed.

A McKinnon/Hadley motion to approve these two course deletions was passed unanimously.

#### New Courses

##### **ART 3338 Typography II**

**This course provides an advanced study of typographic systems, principles, and usage with emphasis on refining student's understanding of type aesthetics, and its informative, expressive, and experimental potential in solving complex communications problems. Students will use type as a visual form and visible language. Prerequisite: ART 2330. 3 credit hours.**

With the advent of modern media, the use of type in visual imagery is increasingly complex. This course is designed to increase the student's exposure to type as a communications tool.

##### **ART 3431 Digital Photography I**

**Students will create photographic images using the fundamentals of technology, including digital cameras and computer print technology. Prerequisite: ART 1335. 3 credits.**

This course will provide students with a foundation for creating imagery using digital technology, a necessary skill for the graphic designer.



**ART 3731 Graphic Design Internship**

**Students will apply their skills and learn practices of the profession through a professional experience in graphic design. Prerequisite: ART 3331. 3 credits.**

The graphic design curriculum is a pre-professional sequence. This class is designed to add professional experiences to the standard campus curriculum.

A McKinnon/Heaston motion to approve these three new courses was passed unanimously.

**ART 4333 Publication Design**

**This class investigates publication design as a vehicle for consolidating all graphic design skills. Informed by tradition, as well as trend and its commercial viability in publications, students develop visual expressions as they pertain to journalistic philosophies, typography, photography, illustration, technology, time and sequencing. Integrated style or identity will be examined and related to various publications and view audiences, such as corporate reports and books, museum exhibit catalogs and magazines. Prerequisites: ART 3331 and ART 3338. 3 credits.**

**ART 4335 Web Page Design**

**The student will develop effective graphic design interfaces for website construction. Course content will address software and technical information with an emphasis on items such as site construction and site management, as well as current and future developments in online services, search engines, and how they affect the online community. Students will incorporate workflow and organizational skills into an active online website for a variety of topics. Prerequisites: ART 3331 and ART 3338. 3 credits.**

The graphic sequence is being reorganized and these courses are being proposed as upper-division electives.

A Hazeldine/Heaston motion to approve these two new courses, pending clarification of the proposed prerequisites, was passed unanimously.

(NOTE: The Chair of the Art Department was contacted and clarified and approved the prerequisites as stated for the two new courses listed above.)

**Title, Catalog Description, and Prerequisites**

**FROM:       ART 2330     Typography**

Introduction to the basic foundations of typographic design. Creative solutions to typographical design programs will be explored, along with the application of the practical and technical aspects of typography. Prerequisite: ART 1020. 3 credits.

**TO:           ART 2330     Typography I**

Introduction to the basic foundations of typographic design. Creative solutions to typographical design problems will be explored, through the application of the practical and technical aspects of typography. Prerequisites: ART 1010 and ART 1020. 3 credits.

A second course is being added in this area and this title needs to be changed to indicate that it is the first in a two course series.

**Prerequisite Changes**

**FROM:       ART 2331     Graphic Design I**

Prerequisite: ART 2330

**TO:           ART 2331     Graphic Design I**

Prerequisites: ART 1010 and ART 1020.

This change is requested to allow students to take this course immediately after their foundations work.

**Catalog Description and Prerequisite Changes**

**FROM:       ART 3330     Packaging Design**

A study of various aspects of package design. Creative solutions to a diverse range of package design problems will be explored, along with study of practical and technical demands specific to three-dimensional design. Prerequisite: ART 3332. 3 credits.

**TO:           ART 3330     Packaging Design**

A study of various aspects of packaging design. Creative solutions to a diverse range of packaging design problems will be explored, along with study of practical and technical demands specific to three dimensional design. Prerequisite: ART 2331. 3 credits.

This is requested to allow students to take this course after ART 2331, Graphic Design I.

**FROM:           ART 3331     Graphic Design II**

An intermediate level course which teaches page design and layout of various types, focusing on books, magazines, catalogs, and newspapers. Special emphasis will be on developing students' abilities to find creative yet functional solutions to a diverse range of paper design problems. Prerequisite: ART 2331. 3 credits.

**TO:               ART 3331     Graphic Design II**

An intermediate level course which teaches page design and layout of various types, focusing on books, magazines, catalogs, and newspapers. Special emphasis on developing students' abilities to find creative yet functional solutions to a diverse range of paper design problems. Prerequisites: ART 2330 and ART 2331. 3 credits.

It is requested that students complete the goals of both introductory courses before entering this level.

**Course Number, Catalog Description and Prerequisites**

**FROM:           ART 3332     Graphic Design III**

An advanced level course which focuses on advertising design. Various types of advertisement will be explored, including magazine, catalogs, brochures, and newspapers as well as electronic advertising designed for the web. Students will explore marketing related issues and learn to develop visual design which effectively communicates a client's desired message. Prerequisite: ART 3331. 3 credits.

**TO:               ART 4381     Graphic Design III**

Advanced level course focusing on advertising design. Various types of advertisement problems will be explored, including magazine, catalog, brochure, newspaper and electronic advertising designed for the web. Students will explore marketing related issues and learn to develop visual designs which effectively communicate a client's message. Prerequisites: ART 331 and ART 3338. 3 credits.

This is requested so the numbering sequence of the class will indicate the competency level, and so that the course will be taken before other 4000 numbered classes.

**Catalog Description and Prerequisite Changes**

**FROM:           ART 3333     Corporate Identity**

A study of how to design a company's visual identity system and its components which includes logos, trademarks, letterheads, business cards, signage, brochures, catalogs, electronic web designs, and other forms of communications.

Prerequisite: ART 3332. 3 credits.

**TO: ART 3333 Corporate Identity**

A study of how to design a visual identity system which includes logos, trademarks, letterheads, business cards, signage, brochures, catalogs, electronic web designs, and other forms of communication appropriate to the business.

Prerequisite: ART 3331. 3 credits.

Updated topics covered in ART 3331 will provide sufficient background for dealing with these forms of visual communications.

**FROM: ART 3334 Professional Practices**

This advanced level course will cover the practical issues that confront today's professional graphic designers. Included will be job searching, freelancing (self-employment), contract negotiations, ownership of intellectual property, clients, presentations, etc. Students will know how to prepare files for printing and standards within the graphic design industry. Prerequisite: ART 3332. 3 credits.

**TO: ART 3334 Professional Practices**

This advanced level course will cover the practical issues that confront professional graphic designers today. Topics include job searching, freelancing, contract negotiation, ownership of intellectual property, client dynamics, presenting design solutions and other relevant issues. Students will learn to prepare files for printing and apply professional standards within the graphic design industry. Prerequisite: ART 3331. 3 credits.

This change is made to denote the rewording of the catalog description and to change the prerequisite.

**Title, Number, and Catalog Description**

**FROM: ART 4331 Portfolio Design I**

This is a two course sequence designed to be taken in the final year of undergraduate study. The emphasis is to assist the student with compiling a professional portfolio and to provide the opportunity for the student to exhibit creative work to the public. Prerequisite: Permission of instructor. 3 credits.

**TO:           ART 4889   Portfolio Design**

The student will compile a professional portfolio and exhibit creative work to the public. Prerequisite: ART 4381. 3 credits.

This is the result of combining two courses into one. The two-course sequence initially linked a one credit hour class with a two credit hour class. The new class will be a three-credit combination of the two former classes.

A Hazeldine/McKinnon motion to approve the eight course changes listed above was passed unanimously.

**DEPARTMENT OF COMMUNICATION ARTS**

**Proposed Changes to Area F of Broadcast Production Emphasis**

**Under Area F, Courses Appropriate to the Major, add MUSC 1333 to the group "ART 1335 OR THEA 2332 OR TCGT 1530 OR ART 2233."**

**Under Area F, Courses Appropriate to the Major, add MUSC 1515 to the line with "FILM 2331."**

(See current and revised catalog pages in the CLASS agenda for January 27.)

These requests are made to give students who wish to pursue various forms of audio production as a career a better selection of courses to prepare themselves in their knowledge of music.

A Murray/Ruebel motion to approve the addition of these two courses to Area F of the Broadcast Production Emphasis of the B.S. in Communication Arts degree was passed unanimously.

**Proposed Changes to the B.A. in Theatre Degree**

**Under Area F, replace THEA 3230 with THEA 1311**

**Change "Specific Requirements" from 18 hours to 15 hours**

**Change "Choose 12 hours from:" to "Choose 15 hours from:"**

**Move THEA 3230 and SPCM 3336 to "Choose 15 hours from:"**

**Under Area F, change "Choose 6 hours from the following: Foreign Language – Through**

**FORL 2002" to "FORL 2001 and FORL 2002"**

(See current and revised catalog pages in the CLASS agenda for January 27.)

A Sikes/Hazeldine motion to approve these changes to the B.A. in Theatre program was passed unanimously.

The following was presented for information only.

**Selected Topics Announcement**

**THEA 3030 People's Theatre**

**This course is designed to introduce and promote the notion that theatre is used by the world's people as an instrument of social change. This semester's focus will be Street theatre as it is practiced around the world. Using video, magazines, scripts and a required text for the first half of the semester, the second half will be devoted to creating production-worthy plays and/or performance pieces.**

This is a course in the various styles and techniques of theatre driven by artists of social conscience. It will be team taught by visiting Fulbright Scholar Belen Calingacion and Assistant Professor Mical Whitaker.

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

**FROM: THEA 1311 Stage Make-Up**

Offers students an introduction to basic make-up materials and techniques of application.

**TO: THEA 1331 Stage Make-Up**

Offers students an introduction to make-up materials and techniques of application. Included with the basic techniques will be work with aging, wounds, scars, prosthetics, and other types of make-up. 3 credit hours.

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

**Catalog Description and Other**

**FROM: THEA 3338 Rehearsal and Performance**

Permits students to receive credit for supervised participation in theatrical events.

**TO:**

**3338**

**Rehearsal and Performance**

**THEA**

This course will enable a student to receive credit for intensive participation in a theatrical production over the course of a 4-to-7 week

period. The student will participate in a number of different activities: acting, set design and construction, costume design and construction, lighting design and implementation, publicity, stage management, property design and construction, house management, and others.

This course is offered for students who are participating in the Summer Theatre Production Program. It is being made repeatable for credit because each time it is offered, different material is covered, different playwright, etc. Because of this, each time the student takes the course the focus of the work will be significantly different.

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

## **DEPARTMENT OF FOREIGN LANGUAGES**

### **Program Changes to B.A. in French Program**

**Under Major Requirements, Required Courses, add FREN 3130 and FREN 3330  
Change "Choose 21 hours from the following:" to "Choose 15 hours from the following:"**

**Under Choose 21 hours from the following, delete FREN 2295, FREN 3595, FREN 4131, FREN 4230, FREN 4231, FREN 4232, FREN 4233, FREN 4234, and FREN 4530**

**Under Choose 15 hours from the following, add FREN 3136, FREN 4431 and FREN 4432**

These requests are made in order to denote the deletions and additions of the course changes requested by the Department of Foreign Languages. **(NOTE: Dr. Richards will make the necessary changes to the catalog pages showing the deletion of FREN 4230 and FREN 4231 and the addition of FREN 4431 and FREN 4432. He will present them at the Wednesday, January 28 meeting. See the Revised Agenda for January 28 meeting for corrected copy of catalog page.)**

A Sikes/Hadley motion to approve these changes was approved unanimously.

### **Course Deletions**

**FREN 2295 Intermediate French in France**

**FREN 3595 Business in France**  
**FREN 4131 Phonetics**  
**FREN 4232 Development of the Novel**  
**FREN 4233 French Poetry**  
**FREN 4234 Short Prose Fiction**  
**FREN 4530 French for Business**

These deletions are requested because the study abroad program no longer exists, and also because of the streamlining of the major curriculum.

A McKinnon/Heaston motion to approve these deletions was passed unanimously.



**Title and Catalog Description**

**FROM: FREN 3132**  
**French Through Reading**

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with strong emphasis on reading authentic short French texts. 3 hours

**TO: FREN**  
**3132**  
**French Through Literature: The Short Story**

Continued development of all five language competencies through the study of selected short stories representative of the main periods and styles. Course work includes oral reading, writing, and grammar activities. 3 hours.

**FROM: FREN 3336**  
**Francophone Cultures of Africa and the Caribbean**

Study of Francophone cultures of Sub Saharan Africa and the Caribbean, with continued development of all five language competencies (listening, speaking, reading, writing, and culture) and a strong emphasis on authentic materials. Course texts include representative samples of fables/stories, longer prose works, and poems. 3 hours.

**TO: FREN**  
**3336**  
**Francophone Cultures**

Study of Francophone cultures, with continued development of all five language competencies (listening, speaking, reading, writing, and culture) and a strong emphasis on authentic materials. Course texts include representative samples of fables/stories, longer prose works, and poems. 3 hours.

**Course Title**

**FROM: FREN 4130**  
**Advanced Grammar**

TO:

FREN

**4130  
Grammar and Phonetics**

These new titles and catalog descriptions better describe the content of the courses.

A Murray/McKinnon motion to approve the changes to these three courses was passed unanimously.

**NOTE: The requests to change the title of FREN 4230, Survey of French Literature, and to change the title and catalog description of FREN 4231, Development of Theatre, were tabled. They will be brought back to the meeting on Wednesday, January 28, in a different format. This request was approved unanimously on a Heaston/Sikes motion.**

**Course Deletions**

**GRMN 2196/2196S**

**Intermediate Grammar and Writing in Germany**

The Study Abroad program in Erlangen, Germany is no longer offered by Georgia Southern.

**GRMN 3120 German Phonetics**

This course will be merged with GRMN 3130.

**GRMN 3195/3195S**

**Intermediate German Conversation in Germany**

Study Abroad program no longer offered.

**GRMN 3210 German Songs**

Course is being changed to three-hour course to complement GRMN 323x sequence.

**GRMN 3220 German Poetry**

This course will be replaced by GRMN 4230, Readings in German Literature.

**GRMN 3395/3395S**

**Contemporary Germany**

**GRMN 4195 Advanced German Conversation in Germany**

**GRMN 4196 Advanced German Language Studies in Germany**

These three courses are deleted because the Study Abroad program is no longer offered.

**GRMN 4231 Survey of German Literature II**

**GRMN 4232 German Prose Works**

**GRMN 4233 The German Drama**

These courses will be replaced by GRMN 4230, Readings in German Literature.

**GRMN 4234 Great Authors**

This course will be combined with several others into one literature and reading content course.

**GRMN 4395 Advanced German Landeskunde in Germany**

Study Abroad program no longer offered.

A McKinnon/Heaston motion to approve these course deletions was passed unanimously.

**New Courses**

**GRMN 3232 German Films and Videos**

Presentation and discussion of select German films and videos.

Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor. 3 credit hours.

This course is proposed as an alternative in the series of courses covering the materials on "Texts and Media."

**GRMN 3233 German Songs**

Presentation and discussion of select German songs (both traditional and popular). Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor. 3 credit hours.

This course will replace GRMN 3210. It complements GRMN 3231 and GRMN 3232.

**GRMN 4332 Current Issues and Events in Germany**

Presentation and discussion of current issues, news, events, and aspects of daily life. Due to its nature, the content changes every time this course will be offered. Can be repeated for credit with different content.

Prerequisite: Two German courses at the 3000 level or consent of instructor. 3 credit hours.

This course will allow teaching of “current,” varying content and will give a better mix of literature and culture courses overall. It is distinct from “Germany Today” in that the latter presents “the geographic setting and the institutions” and, thus, builds a framework for the former (which teaches the “meat”). Thus, both courses do not overlap. They are designed to complement each other.

A Heaston/Murray motion to approve these three new courses was passed unanimously.

**Title, Catalog Description, and Prerequisites**

**FROM: GRMN 3130  
German Conversation**

Vocabulary building and extensive practice of conversational skills in German through conversational settings. Prerequisite: GRMN 2001 or equivalent or permission of instructor. 3 credits

**TO:**

**GRMN 3130  
German Conversation and Phonetics**

Vocabulary building and extensive practice of conversational skills in German through conversational settings. Contrastive analysis of the German and English sound systems and extensive oral practice. Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor. 3 credits

This change is requested to eliminate GRMN 3120 "Phonetics" and to merge its content into the existing GRMN 3130 "Conversation," which then should be renamed and re-described to reflect this change.

**FROM: GRMN 3231** **Texts**  
**and Media in German**

Discussion of a variety of texts presented in different media such as cassettes (songs), radio-broadcasts (radio plays), and video (movies). Prerequisite: GRMN 2001 or equivalent or consent of instructor. 3 credits

**TO:**

**GRMN 3231  
German Radio Plays**

Presentation and discussion of select German Radio Plays. Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor. 3 credit hours.

Splitting GRMN 3231 "Texts and Media" into distinct courses will make the content clearer to students. "German Radio Plays" would directly replace "Tests

and Media.” (GRMN 3232 and GRMN 3233 complete this course series as an alternative.)

**Title and Catalog Description**

**FROM: GRMN 4230**  
**Survey of German Literature I**

A close study of authors from all periods and their works. Can be repeated with different authors. 3 credit hours.

**TO:**  
**GRMN 4230**  
**Readings in German Literature**

Presentation and discussion of German texts from all periods. Can be repeated for credit with different content. 3 credit hours.

This course will combine several other literature and reading content courses into one.

**Prerequisite Change**

**FROM: GRMN 4331**  
**Business German**

GRMN 2001 or equivalent or permission of instructor.

**TO:**  
**GRMN 4331**  
**Business German**

Two German courses at the 3000 level or consent of instructor.

The currently listed prerequisite is incorrect and inconsistent with the requirement for all our other 4000 level courses.

**(See Amended Agenda for the January 28 meeting for copy of the revised catalog page for the B.A. in German.)**

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

**Catalog Description**

**FROM: SPAN 5235  
Modern Spanish American Women Writers**

A study of post-World War II literary works by Spanish American women of both Spain and Spanish America. Issues affecting the changing role of women in Spanish American society will be examined as well as each author's personal style and point of view.

**TO: 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.

This description change is requested in order to standardize the term "Spanish American" rather than "Latin American."

**Title and Catalog Description**

**FROM: SPAN 5332  
Spanish American Cinema**

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

**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. 3 hours.

These changes to the course will offer a more global view of cinema in the Spanish-speaking world.

A Sikes/Murray motion to approve these changes to the Spanish courses was passed unanimously.



## **DEPARTMENT OF HISTORY**

Dr. Sandra Peacock was present for discussion on the following items from the Department of History.

### **Course Deletions**

#### **HIST/AMST 3138**

##### **American Society and Ideas**

This course has not been offered in a number of years and no current faculty teach it.

#### **HIST 3535**

##### **Islamic Civilization**

This course is being replaced with a two-course sequence which can devote adequate attention to the 1,400 years of Muslim history.

#### **HIST/AMST 5132**

##### **Colonial America**

This course is to be replaced with a two-course sequence.

#### **HIST/AMST 5135**

##### **Emergence of Modern America**

This course has not been offered in a number of years and there is no current faculty member with expertise in this area.

A McKinnon/Hadley motion to approve these course deletions was passed unanimously.

### **New Courses**

#### **HIST/RELS/INTS 3231**

**The**

##### **Muslim World to Tamerlane**

A study of the rise of Islam in the seventh century and of the various Muslim societies that arose prior to the fifteenth century from the Iberian Peninsula to South Asia. 3 credit hours.

#### **HIST/RELS/INTS 3232**

**The**

##### **Muslim World Since Genghis Khan**

A study of the global reach of Islam since the thirteenth century. The focus is on how Muslim societies have dealt with the precipitous decline in

their well-being since their pinnacle of influence in the seventeenth century. 3 credit hours.

This proposed two-course sequence makes it possible to explore some topics (jihad, status of women, art and architecture) that were given only cursory treatment in the old course.

**HIST/RELS 3233**

**Early Church**

**The**

How did Christianity turn from an illegal, persecuted cult into the official religion of the Roman empire? The course will focus on the first five hundred years of the Christian church: its development, doctrine, and especially its relationship with the ancient civilizations of the Mediterranean world (Greece, Rome, and the Near East). 3 credit hours.

The Department of History presently teaches HIST/RELS 3334, History of Christianity, which covers the history of the Christian church from ca. 500 to 1800 AD. This course will fill the gap of the preceding 500 years. Christianity has the most adherents of any religion in the world today and its growth outpaces all other religions. Knowledge of the origins is vital to understanding today's global culture.

**HIST 3436 The Holocaust**

This course will examine the origins, implementation, and legacy of the Holocaust: the attempt of the Nazis to eliminate Europe's Jews and other ethnic groups labeled as undesirables by the National Socialist movement in Germany. 3 credit hours.

This course will fill a lacuna in History Department upper-division offerings and complement the existing range of courses in 20<sup>th</sup> century European history. Two department faculty attended an intensive two-week seminar on teaching the Holocaust, and we are committed to offering the course regularly.

**HIST/AMST 4135 The United States in the 1960's**

An examination of the cultural, social and political changes in the United States during the 1960's. Topics include the Civil Rights movement, the Vietnam War, the rise of feminism, the counterculture, and the conservative backlash. 3 credit hours.

At present, the History Department offers no course that focuses on the watershed era of the 1960's in U.S. history.

**HIST 4337 Technology and the Historian**

This course considers the implications of new technologies for the reading, writing, organization and presentation of history. Along with analyzing how technological development has helped fashion collective memory, the course emphasizes creating and implementing design solutions for the communication of historical findings through individual and group projects. 3 credit hours.

This course will offer a way of introducing students to changes to the historical discipline brought about by new media as well as training them in new types of writing, reading and presentation skills necessitated by developments in information technology.

**HIST/AMST 4431**

**Contact, Encounter, and Colonization: Early America to 1670**

The Atlantic World context for the settlement of North America, initial contacts between Old World and New, and the processes of colonization and intercultural encounter are the primary subjects of this course. 3 credit hours.

This course allows more in-depth examination of significant issues in early American history.

**HIST/AMST 4432**

**Diversity and Division: Early America 1670 to 1763**

This course focuses on the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of a consumer society, and the contest among European nations and their Indian allies over the future of North America. 3 credit hours.

This course allows more in-depth examination of issues in early American history than the course it replaces.

A Graf/McKinnon motion to approve these eight new courses was passed unanimously.

**Prerequisite Change**

**FROM:** HIST 3332 **Late**  
**Antiquity**

**TO:** Prerequisites: Senior standing or permission of instructor. **HIST**  
**3332** **Late**  
**Antiquity**

Prerequisites: None

The prerequisite should not have been included when the course was created; upper-division courses in History do not generally have a formal prerequisite, and eliminating the prerequisite for this course will bring it in line with other upper-division offerings.

**Title Change**

**FROM: HIST 3334**  
**History of Christianity**

**TO: HIST**  
**3334**  
**Christian Europe 450-1750**

The new title more accurately reflects the course content.

**Title and Catalog Description**

**FROM: HIST 5232** **Work,**  
**Family and Community**

An examination of the history of American labor and its relationship to the institutions of family and community since industrialization.

**TO: HIST**  
**5232**  
**Working Class History in the United States**

An examination of the social, cultural and political history of the working class in the United States since industrialization.

These changes in the course title and description will better reflect the recent trends in U.S. labor historiography.

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

**Change in History Minor Requirements**

**FROM:** "15 hours in history from upper-division history offerings."

**TO:** "15 hours in history in addition to the two required core curriculum courses, HIST 1112 and HIST 2110."

A Sikes/Murray motion to approve the change in the History Minor Requirements was passed unanimously.

**DEPARTMENT OF MUSIC**

Dr. David Mathew was in attendance for discussion on the following items from the Department of Music.

**New Course**

**MUSE 3313 Women's Chorus**

A select choral ensemble for women, open to majors and non-majors who demonstrate superior ability in the audition process. 1 credit hour.

This chorus will provide a means for talented and skilled women to rehearse and perform appropriate literature for women's chorus.

A Hadley/Hazeldine motion to approve this new course passed unanimously.

**Course Deletion**

**MUSC 5132 Jazz History**

This course should have been deleted during semester conversion. It is identical to MUSC 5236.

**Course Number and Prerequisites**

**FROM: MUSC 5131  
History of Opera**

Prerequisites: MUSC 3131 and MUSC 3132 or permission of instructor.  
**TO: MUSC  
5234  
History of Opera**

Prerequisites: None

**FROM: MUSC 5133  
Baroque Period** **Music**

Prerequisites: MUSC 3132

**TO:** **5230** **MUSC**  
**Baroque Period** **Music**

Prerequisites: None

**FROM:** **MUSC 5134** **Music**  
**Classic Period**

**TO:** **5231** **MUSC**  
**Classic Period** **Music**

Prerequisites: MUSC 3132

Prerequisites: None

**Course Number, Prerequisites and Other**

**FROM:** **MUSC 5135** **Music**  
**Contemporary Period**

**TO:** **5233** **MUSC**  
**Contemporary Period** **Music**

Prerequisites: MUSC 3132. Cross-listed with AMST.



Prerequisites: None. Remove cross listing, which is incorrect.

This course was incorrectly listed as being cross-listed with AMST 5135.

**Course Number and Subject**

**FROM: MUSC 5136** **Music**  
**in the U.S.**

**TO: MUSC/AMST 5235** **Music**  
**in the U.S.**

This is the course that should have been listed as being cross-listed with AMST.

**Course Number and Prerequisites**

**FROM: MUSC 5137** **Music**  
**Romantic Period**

**TO: Prerequisites: MUSC 3132** **MUSC**  
**5232** **Music**  
**Romantic Period**

**FROM: Prerequisites: None**  
**MUSC 5138**  
**Symphonic Literature**

TO: Prerequisites: MUSC 3132 or permission of instructor. **MUSC**  
**5237**  
**Symphonic Literature**

Prerequisites: None

For the above seven course changes, some earlier changes made it into catalog copy but were not entered into Banner, creating a discrepancy between the catalog and student transcripts. The entire series is being renumbered. For graduation purposes, both old and new numbers will be acceptable. The prerequisites have been dropped to allow graduate students who completed undergraduate work at other institutions to register more easily.

**Prerequisite Changes**

FROM: **MUSC 3311** **Jazz**  
**Improvisation III**

TO: Prerequisites: MUSC 2312 and HIST 1121. **MUSC**  
**3311** **Jazz**  
**Improvisation III**

FROM: Prerequisite: MUSC 2312. **Jazz**  
**MUSC 3312**  
**Improvisation IV**

**TO:** Prerequisites: MUSC 3311 and HIST 1121. **MUSC**  
**3312** **Jazz**  
**Improvisation IV**

Prerequisite: MUSC 3311.

The prerequisite of HIST 1121 is being deleted from these two courses because such a course does not exist.

**Catalog Description and Prerequisites**

**FROM:** **MUSC 3424** **Vocal**  
**Literature II**

Study of the historical development of the German, English, and Latin song literature, focusing on selected works of representative composers in each stylistic period. Prerequisites: MUSC 2411 and MUSC 2412, MUSC 3423 or permission of instructor.

**TO:** **MUSC**  
**3424** **Vocal**  
**Literature II**

Study of the historical development of the German and English song literature, focusing on selected works of representative composers in each stylistic period. Prerequisites: MUSC 2411 and MUSC 2412 or permission of instructor.

Latin song literature is not included in this course. The MUSC 3423 prerequisite is being deleted because MUSC 3423 and 3424 are non-sequential.

**Title, Prerequisites, and Other**

**FROM: MUSC 4421** **Vocal**  
**Pedagogy**

Prerequisites: MUSC 2411 and MUSC 2412, MUSC 3423 and 3424 or permission of instructor. Grading Mode: A, N, S.

**TO: 4421** **MUSC**  
**Pedagogy** **Voice**

Prerequisites: MUSC 2512 or MUSC 1422 and MUSC 2514 or permission of instructor. Grading Mode: N.

New title reflects more accurate title and new grade mode reflects actual practice. The prerequisite changes reflect current music theory/functional piano expectations and sequential course requirements.

**Prerequisite Changes**

**FROM: MUSC 4422**  
**Introduction to Conducting**

Prerequisites: None **MUSC**  
**TO: 4422**  
**Introduction to Conducting**

Prerequisites: MUSC 2512 or 1422; MUSC 2234 and MUSC 2514.

Prerequisites validate appropriate required skill levels in music theory, sight-singing/ear-training and functional piano.

**FROM: MUSC 4531**  
**Secondary Choral Methods and Materials**

Prerequisites: MUSC 2512, MUSC 4431. Admission to Teacher Education Program required.

**TO:** **MUSC**  
**4531**  
**Secondary Choral Methods and Materials**

Prerequisites: MUSC 4431. Admission to Teacher Education Program required.

MUSC 2512 is a prerequisite for MUSC 4422 but not MUSC 4531. MUSC 4422 is a prerequisite in the sequence of courses leading to MUSC 4531.

**FROM:** **MUSC 5236** **Jazz**  
**History**

**TO:** **MUSC**  
**5236** **Jazz**  
**History**

Prerequisites: MUSC 1331 and MUSC 1332.

Prerequisites: None.

This course is cross-listed with AAST and AMST. The prerequisites are being deleted to allow students in AAST and AMST to register.

**FROM:** **MUSC 5332** **Jazz**  
**Styles and Analysis**

Prerequisites: MUSC 3132 and MUSC 5132.

**TO:**

**5332  
Styles and Analysis**

**MUSC  
Jazz**

Prerequisites: MUSC 3132 and MUSC 5236.

MUSC 5132 has been deleted. This change reflects the correct course number.

A McKinnon/Heaston motion to approve the above sixteen course changes in Music was passed unanimously.

## **DEPARTMENT OF SOCIOLOGY**

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

### **Change in Sociology Minor**

**Delete SOCI 4334 and SOCI 5136 from "15 hours with at least two courses from the following."**

**Add SOCI 3333 and SOCI 3336 to "15 hours with at least two courses from the following."**

The two deleted courses are rarely offered and the two courses being added are offered on a regular basis.

A Sikes/Hazeldine motion to approve these changes to the Sociology Minor was passed unanimously.

### **Course Deletions**

**SOCI 4233 Social Service and Health Care**

**SOCI 4234 Social Services and Aging**

The course contents of these two courses are covered in other courses.

A Heaston/Hazeldine motion to approve these two course deletions was passed unanimously.

## **WOMEN'S AND GENDER STUDIES**

Dr. Richards presented the following agenda item.

### **New Course**

**WGST 4090 Independent Study in Women's and Gender Studies**

The opportunity to design and conduct independent research and/or projects under the direction of a WGST faculty member in specialized areas of Women's and Gender Studies. Prerequisite: WGST 2530 or permission of instructor. Variable credit 1-4 hours.

The WGST program currently has no independent study option. This will fill that gap.

A McKinnon/Sikes motion to approve this new course was passed unanimously.

## **DEPARTMENT OF WRITING AND LINGUISTICS**

Dr. Richards presented the following agenda items for Writing and Linguistics.

### **Changes in Writing Minor**

- FROM: WRITING. Minor Program: 15 semester hours (5 three-hour courses), of upper-division courses. A literature course at the 4000 or 5000 level may substitute for one of the following writing courses. Courses approved for the writing minor include: WRIT 3130, Creative Writing; WRIT 5430, Poetry Writing; WRIT 5540, Fiction Writing; WRIT 3131, Teaching Writing; WRIT 4130, Creative Non-Fiction; WRIT 5230, Theory of Composition; WRIT 3230, Writing in the Workplace; WRIT 3030, Special Topics in Writing; WRIT 3530, Composition Studies; WRIT 5030, Selected Topics; WRIT 5530, Sociolinguistics; WRIT 5130, Modern English Grammar; WRIT 5330, History of English Language; WRIT 5331, Twentieth Century Rhetoric; WRIT 5550, Technologies of Writing.**
- TO: Minor in Writing: 15 semester hours of upper-division courses (five three-hour courses) in Writing and Linguistics.**

The current description is little more than a laundry list of courses—everything the department offers at the upper level—with no consideration of how the choice of courses might constitute a “minor” or a concentration within a minor. The new description will allow students to work in consultation with faculty, when appropriate, to concentrate their “minor” courses within a disciplinary area of the department.

A Heaston/Sikes motion to approve these changes to the Writing Minor was passed unanimously.

### **New Courses**



**WRIT 2090 Selected Topics in Writing and Linguistics**

Introduces students to one or more topics preliminary to study of more specialized areas of Writing and Linguistics. Cross-listed as LING 2090. Prerequisite: ENGL 1101 with "C" or better. 1 to 3 hours.

The course will create flexibility to offer lower-level courses that take advantage of faculty expertise and that introduce the disciplines of Writing and Linguistics.

**WRIT 5631 Writing Crime Fiction**

A creative writing workshop in which students learn the history of crime fiction and read examples to develop their own fiction. Students will formally evaluate the work of their peers. Visiting authors will be a highlight of this course. Prerequisite: ENGL 1102 with a "C" or better. 3 credit hours.

This course fills a void in the department's upper-level offerings in creative writing. The genre-specific course will provide variety in course offerings and give students an opportunity to focus their writing interests. It has already been offered twice as a selected topics course.

**WRIT 5632 Writing Flash Fiction**

A creative writing workshop in which students investigate the short-short story by reading and writing examples. The form is both ancient (dreams, parables) and cutting edge (Flash Fictions, Sudden Fiction). Prerequisite: ENGL 1102 with "C" or better. 3 credit hours.

This course fills a gap in course offerings in the area of creative writing and takes advantage of faculty expertise.

A Sikes/Heaston motion approve these three new courses was passed unanimously.

**COLLEGE OF INFORMATION TECHNOLOGY**

Dr. Ron McKinnon presented the following items for the College of Information Technology.

## **DEPARTMENT OF INFORMATION SYSTEMS**

### **Title, Catalog Description, and Prerequisites**

**FROM: CISM 2230  
Applications Development**

An introduction to computer programming using a high-level programming language. This course focuses on problem analysis, algorithm development, structured logic, and the use of fundamental data structures. Prerequisites: A "C" or better in either CSCI 1236 or CSCI 1301. 3 credit hours.

**TO: CISM  
2230  
Advanced Java**

This course extends the fundamental principles of object-oriented programming using Java as our tool. The focus of this class is on advanced applications development. Topics include: objects, classes, inheritance, interfaces, GUI components, layout managers, events, multimedia, exception handling, and I/O files. Prerequisites: A "C" or better in CSCI 1236 (or equivalent) and a solid understanding of data types, control structures, and algorithm design before taking this class. 3 credit hours.

The reason for these changes is to update the name and description of the course to reflect the advanced nature of the class. This is a follow on course to Introduction to Java, CSCI 1236.

**Title**  
**FROM: CISM 4134 Data  
Management**  
**TO: CISM  
4134  
Database Management**

Updating the name of the course accurately reflects the nature of the course as focusing on database tools and concepts and not just "data" in general.

**Catalog Description**

**FROM: CISM 4135  
Project Management and Development**

Places information technology solutions to business problems in the larger context of the existing and projected technology and business environment. This course will examine new hardware and software technologies including network applications, data management options and opportunities, decision support systems, project management goals and techniques, and likely trends for the future.

**TO: CISM  
4135  
Project Management and Development**

The course focuses on principles and processes of project management, specifically as they relate to the development of information systems to solve business problems. The fundamentals of organizational behavior, systems theory and system dynamics, as well as the important components of project management such as planning, organizing, directly, and controlling are covered. In addition, team building and working with others is emphasized to improve efficiency and effectiveness. The students will have an opportunity to work with current Project Management software tools to emphasize the application of these concepts.

The description of this course is changed to reflect the changes made to the course in order to keep the course current with the latest developments in the field of Project Management. In addition, the course description reflects not just the discussion of conceptual issues but also the application of Project Management issues through the use of current software packages.

A McKinnon/Graf motion to approve these course changes was passed unanimously.

**New Course**

**CISM 2530 Advanced Business Applications**

This course will emphasize database management systems (DBMS), spreadsheets, and the use of HTML/XML. 3 credit hours.

Some students currently taking CISM 1110 and 1120 already know most of the material taught in these courses. This new advanced course in spreadsheets and data base management systems is proposed for these students.

A McKinnon/Heaston motion to approve this new course was passed unanimously.

**DEPARTMENT OF INFORMATION TECHNOLOGY**

Dr. Cheryl Aasheim was available, along with Dr. McKinnon, for discussion on the following agenda items for the Department of Information Technology.

**Course Number, Catalog Description, and Prerequisites**

**FROM: IT 1031**

**Introduction to IT**

An Overture to IT tools such as spreadsheet scripting, database management, personal web pages, HTML, and scripting languages. This course assumes that the students have an existing knowledge of application software. Prerequisites: A basic knowledge of application software. Must have completed or be concurrently enrolled in MATH 1111 or equivalent.

**TO:**

**1130**

**Introduction to IT**

An introduction to IT as an academic discipline and the structure of the BS IT degree at Georgia Southern. It also provides students with an introduction to the range of applications of Information Technology, partly through an introduction to the second disciplines available to them. Finally, it introduces students to some of the techniques that they will need for later courses, in particular object-oriented design, databases

**IT**

and SQL. Prerequisite: Thorough familiarity with the basic productivity tools.

The change in the course number is a result of the addition/deletion of content to/from the course. This course is required for IT majors.

**Course Number, Catalog Description, Prerequisites, and Credit Hours**

**FROM: IT 1012** **Web**  
**Page Development**

Creation of a Web site for an organization to be identified by the student. Prerequisites: A "C" or better in IT 1031 and must have completed or be concurrently enrolled in CSCI 1236. 1 credit hour.

**TO: 1430** **IT**  
**Page Development** **Web**

A thorough introduction to the languages used to create web pages. Throughout its stresses the importance of good coding style. The course also introduces students to the principles of good human computer interface design, including design for people with disabilities. Prerequisite: Familiarity with productivity tools. 3 credit hours.

The course number change (hence credit hours) is a result of the addition of content to the course. This course is required for IT majors and is likely to meet a demand from many students in other majors.

**Course Deletion**

**IT 1022 Applications of IT**

This course has been incorporated into the new course, IT 1130.

**Prerequisite Changes**

**FROM: IT 3131** **Web**  
**Applications Design & Development**

**TO:** Prerequisites: A "C" or better in IT 1012 and CSCI 1236.  
**3131**  
**Applications Design & Development** **IT**  
**Web**

Prerequisites: A "C" or better in IT 1430 and CISM 2230.

IT 1012 is being changed to IT 1430. Faculty decided a second course in Java was needed as a prerequisite, as opposed to only one course in Java.

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

**TO:** Prerequisite: A "C" or better in IT 3131.  
**3132** **IT**  
**Software** **Web**

Prerequisite: A "C" or better in IT 1430.

IT 3131 is not needed to take this course; therefore the prerequisite has been relaxed to IT 1430.

**FROM:** **IT 3234**  
**Software Acquisition, Integration, and Implementation**

**TO:** Prerequisites: A "C" or better in CISM 3135 and IT 1012. **IT**  
**3234**  
**Software, Acquisition, Integration, and Implementation**

Prerequisite: A "C" or better in CISM 3135.

IT 1012 is not needed to complete this course. CISM 3135 covers the needed database concepts.

**FROM:** **IT 4135**  
**Information Organization and Retrieval**

**TO:** Prerequisites: A "C" or better in CISM 4134 or CSCI 5432. **IT**  
**4135**  
**Information Organization and Retrieval**

Prerequisite: A "C" or better in CISM 3135 or permission of instructor.

CISM 3135 provides adequate database experience for the student to complete this course.

**FROM:** **IT 4136**  
**Knowledge Discovery and Data Mining**

Prerequisites: A minimum grade of "C" in CISM 4134 or equivalent and a minimum grade of "C" in STAT 2231 or equivalent.

**TO:** **4136** **IT**  
**Knowledge Discovery and Data Mining**

Prerequisites: A minimum grade of "C" in CISM 3135 and a minimum grade of "C" in STAT 2231 or equivalent or permission of instructor.

CISM 3135 provides adequate database experience for the student to complete this course.

**FROM:** **IT 4790**  
**Internship in Information Technology**

Prerequisites: IT 1032 and CSCI 1236.  
**TO:** **4790** **IT**  
**Internship in Information Technology**

Prerequisite: Permission of Chair.

IT 1032 is no longer taught in the IT department; therefore the prerequisite has been changed to permission of the Chair.

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

### **OLD BUSINESS**

There was no old business.

### **NEW BUSINESS**



There was no new business.

## **ADJOURNMENT**

The meeting was adjourned at 5:45 p.m.

Respectfully submitted,

Faye Bacon  
Recording Secretary

**UNDERGRADUATE COMMITTEE  
MINUTES OF JANUARY 28, 2004 MEETING  
3:00 P.M.  
Russell Union, Room 2048**

**Present:** Ms. Sharon Barrs; Dr. Carol Cornwell; Dr. Adrian Gardiner (for Dr. Ron McKinnon); Dr. Helen Graf; Dr. Mary Hadley; Dr. Mary Hazeldine; Dr. Amy Heaston; Dr. Michael Moore; Dr. John Murray; Ms. Camille Rogers; Ms. Cynthia Sikes; Mr. Fred Smith; Ms. Charisse Perkins (SGA). **Visitors:** Dr. Cheryl Aasheim; Dr. Martha Abell; Mr. Mike Deal; Dr. Mark Hanna; Dr. John Hatem; Dr. Jeff Palis; Dr. Donnie Richards; Dr. Virginia Richards; Dr. Donna Saye; Dr. Arthur Woodrum.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:05 p.m.

## **UNFINISHED BUSINESS**

Ms. Barrs recognized Dr. Amy Heaston, who presented the pending items from the Tuesday, January 27, meeting. Dr. Cheryl Aasheim was present for discussion.

### **College of Information Technology Catalog Page – Area F**

Under Area F – Courses Appropriate to Major – change IT 1031 to IT 1130, delete IT 1012 and IT 1022 and replace with IT 1430.

**FROM:** Area F – Courses Appropriate to Major ..... 18 Hours  
**CISM 2230 – Applications Development (3)**

**CSCI 1236 – Introduction to Java Programming (3)**  
**IT 1031 – Introduction to Information Technology (3)**  
**IT 1012 – Web Page Development (1)**  
**IT 1022 – Applications of Information Technology (2)**  
**MATH 2130 – Discrete Mathematics**  
**Second Discipline – (3)**

**TO: Area F – Courses Appropriate to Major ..... . 18 Hours**

**CISM 2230 – Applications Development (3)**  
**CSCI 1236 – Introduction to Java Programming (3)**  
**IT 1130 – Introduction to Information Technology (3)**  
**IT 1430 – Web Page Development (3)**  
**MATH 2130 – Discrete Mathematics (3)**  
**Second Discipline – (3)**

These changes reflect the curriculum changes that were approved at the Tuesday, January 27 meeting.

A Heaston/Hazeldine motion to approve these changes to the catalog page was passed unanimously.

Dr. Donnie Richards was present for the discussion on the unfinished items from the Department of Foreign Languages.

#### **Course Deletions**

**FREN 4230 Survey of French Literature**  
**FREN 4231 Development of Theatre**

These two courses were presented on Tuesday as course changes, but after discussion it was decided that they should be deleted and replaced with two new courses.

(See CLASS agenda for January 27 for corrected curriculum forms.)

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

#### **New Courses**

**FREN 4431 Perspectives in Literature I**  
**Introduction to masterpieces of French literature from the Middle Ages to the present. Continued development of all five language skills, with special emphasis on**

**literary works and their context (historical, social, religious, philosophical, etc.).**

**Prerequisite: FREN 3230 or permission of instructor. 3 hours credit.**

**FREN 4432 Perspectives in Literature II**

Study of masterpieces of French literature from the Middle Ages to the present. Continued development of all five language skills, with special emphasis on literary works and their context (historical, social, religious, philosophical, etc.). Prerequisite: FREN 3230 or permission of the instructor. 3 hours credit.

These two new courses will replace a current one-semester survey and numerous genre specific courses.

(See curriculum forms at the end of the Amended Agenda for January 28.)

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

**Catalog Page for B.A. in French**

Dr. Richards presented corrected copies of the catalog page for the B.A. in French program. This reflects the deletion of FREN 4230 and FREN 4231 and the addition of FREN 4431 and FREN 4432.

(See corrected catalog page in CLASS agenda for January 27.)

A Heaston/Hazeldine motion to accept the revised catalog page was passed unanimously.

**Catalog Page for B.A. in German**

Dr. Richards presented the old version and the new version of the catalog page for the B.A. in German. This reflects the German course changes that were approved at the meeting on Tuesday, January 27.

(See Amended Agenda for January 28 for the current and revised catalog pages for the B.A. in German.)

A Heaston/Sikes motion to approve the revised catalog page was passed unanimously.

**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

Dr. Martha Abell presented the following items for the University Honors Program.

## **HONORS PROGRAM**

### **New Courses**

#### **UHON 1190 Freshman Honors Seminar I**

**This class for 1906 Scholars will combine reading, discussion, and writing about service, citizenship, and social change. Throughout the course, students will engage in course-related service activities with local agencies or organizations designed to make a positive contribution to the lives of the people of Bulloch County. They will also consider the broader national and international context in which local issues arise. Students will consider how service relates to their honors curriculum and will write a term paper. The course is linked with GSU 1210H. (1-3 hours)**

#### **UHON 1191 Freshman Honors Seminar II**

**The 1906 Scholars will build on their service activities from UHON 1190 together with their course work. Students will reflect on the role that leadership plays in service, citizenship, and social change. Students will read, discuss, and write about different leadership styles as they explore their own leadership abilities in their service experience. Students will synthesize their course work and their service to write a term paper. The course is linked with GSU 1211H. (1-3 hours)**

These courses will serve as enrichment courses to the honors curriculum for students selected as 1906 Scholars. The courses will also serve as service learning experiences for the students in which their curriculums are linked to service activities.

Following an in-depth discussion, a Sikes/Heaston motion to approve these two new courses was passed, with one member abstaining.

## **CENTER FOR INTERNATIONAL STUDIES**

Dr. Jeff Palis was present to discuss the following agenda item for the Center for International Studies. This proposal was withdrawn at the November 18 meeting.

### **Proposal for Studies Abroad Program**

#### **Introduction to International Studies – Costa Rica**

This program will take the traditional enrollment of the INTS 2130, Introduction to International Studies (I.S. majors, and majors from Public Relations, Broadcasting, Journalism, Hotel and Restaurant Management, Child and Family

Development, Nutrition, Sports Management, Recreation, and Justice Studies) and place them in an environment outside of the United States for learning about the world around them. As the vast majority of the students take INTS 2130 in lieu of an intermediate foreign language, this course will provide an educational and intellectual experience potentially unmatched in their undergraduate career. 3 hours credit.

Following discussion, a Sikes/Hazeldine motion to approve this program was passed unanimously.

## **COLLEGE OF BUSINESS ADMINISTRATION**

Dr. Mary Hazeldine, with assistance from Dr. John Hatem and Dr. Mark Hanna, presented the following agenda items for the College of Business Administration.

### **DEPARTMENT OF FINANCE AND QUANTITATIVE ANALYSIS**

#### **New Courses**

#### **FINC 3130 Financial Tools and Methods**

**Fundamental concepts and analytical methods in finance. Emphasis on spreadsheet applications, mathematics of finance, and statistical analysis. Prerequisite: A "C" or better in ACCT 2101. 3 credit hours.**

**This course is designed to give students an intensive introduction to the required mathematics of Finance using computer spreadsheets.**

#### **FINC 3531 Principles of Risk and Insurance**

**An introductory study of the risk management process and the importance of insurance as a method of managing risk. This course is meant to develop awareness of the nature of risk, its effects on both individual and business decisions, and the methods available for managing risk. Prerequisites: A grade of "C" or better in FINC 3130 or FINC 3131. 3 credit hours.**

**This course lays the foundation for further studies in risk and insurance for those students pursuing Risk Management and Insurance emphasis in Finance.**

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

**Catalog Page Program Changes**

**BBA Finance: General Finance**

**BBA Finance: Financial Services Emphasis**

**BBA Finance: Risk Management & Insurance Emphasis**

**BBA Finance: Personal Financial Planning Emphasis**

**These revised catalog pages reflect the changes resulting from the addition of the two new courses, FINC 3130 and FINC 3135; the change from a 21-credit hour major to a 24-credit hour major; and the change from 15 credit hour electives to 12 credit hour electives.**

A Hazeldine/Heaston motion to approve these catalog page changes was passed unanimously.

**Prerequisite Changes**

**FROM: FINC 3131 Principles of Corporate Finance**

**Prerequisites: ACCT 2101, ACCT 2102, ECON 2105, and**

**ECON 2106.**

**TO: FINC 3131 Principles of Corporate Finance**

**Prerequisite: A "C" or better in ACCT 2101.**

**To allow students to take course at the same time they take other introductory business courses, such as MGNT 3130 and MKTG 3131.**

**FROM: FINC 3132 Intermediate Financial Management**

**Prerequisites: A "C" or better in FINC 3131 and BUSA**

**3131.**

**TO: FINC 3132 Intermediate Financial Management**

**Prerequisites: A grade of "C" or better in both FINC**

**3130 and FINC 3131.**

**FROM:      FINC 3133    International Finance**

**Prerequisites: FINC 3131.**

**TO:            FINC 3133    International Finance**

**Prerequisites: A grade of "C" or better in both FINC  
3130 and FINC 3131**

**FROM:      FINC 3134    Enterprise Risk Management**

**Prerequisite: ACCT 2102.**

**TO:            FINC 3134    Enterprise Risk Management**

**Prerequisites: A grade of "C" or better in both FINC  
3130 and FINC 3131**

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

**Prerequisite: A grade of "C" or better in FINC 3131**

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

**Prerequisites: A grade of "C" or better in both  
FINC 3130 and FINC 3131**

**FROM:      FINC 4232    Security Analysis**

**Prerequisite: A grade of "C" or better in FINC 3231**

**TO: FINC 4232 Security Analysis**

**Prerequisites: A grade of "C" or better in both FINC 3130 and FINC 3131**

**FROM: FINC 4233 Estate Management**

**Prerequisite: A grade of "C" or better in FINC 3231**  
**TO: FINC 4233 Estate Management**

**Prerequisites: A grade of "C" or better in both FINC 3130 and FINC 3131**

**FROM: FINC 4234 Personal Insurance Planning**

**Prerequisite: A grade of "C" or better in FINC 3131**  
**TO: FINC 4234 Personal Insurance Planning**

**Prerequisites: A grade of "C" or better in both FINC 3130 and FINC 3131**

**FROM: FINC 4331 Bank Management**

**Prerequisite: A grade of "C" or better in FINC 3231**  
**TO: FINC 4331 Bank Management**

**Prerequisites: A grade of "C" or better in both FINC 3130 and FINC 3131**

**The above eight prerequisite changes are requested for compliance with COBA's policy of "C" or better in the business core.**

**FROM: FINC 4431 Principles of Real Estate**

**Prerequisite: A grade of "C" or better in FINC 3131**  
**TO: FINC 4431 Principles of Real Estate**

**Prerequisite: Junior standing**

**This change is requested to allow non-Business students to take the course.**



**A Hazeldine/Hadley motion to approve these prerequisite changes was passed unanimously.**

**College Specific Academic Requirements Catalog Page**

**The College of Business Administration is requesting that the following be approved as COBA's "College-Specific Academic Requirements." This agenda item was presented at the November meeting of the Undergraduate Committee and was withdrawn because of several items of concern expressed by committee members. It has been revised and is now presented in the following version for approval.**

**College-Specific Academic Requirements**

1. Students seeking credit for COBA courses via proficiency examination will be allowed only one opportunity to do so and must score a grade of "C" or better to obtain credit.
2. Students with a declared major other than BBA, "Pre-Business," "Pre-Information Systems" or "Undeclared" may enroll in upper-division courses offered by COBA subject to completion of any course prerequisites or permission of the department chair responsible for the course.
3. Students classified as "Pre-Business," "Pre-Information Systems," or "Undeclared" may not enroll in any upper-division courses offered by COBA.
4. In order to change from "Pre-Business" or "Pre-Information Systems" to "BBA" status, a student must (1) complete each of the following ten courses with a grade of "C" or better and (2) earn an adjusted GPA of 2.5 or better on these ten courses.

**ENGL 1101: Composition I**

**ENGL 1102: Composition II**

**MATH 1111: College Algebra**

**MATH 1232: Survey of Calculus**

**ECON 2105: Economics in a Global Society**

**ACCT 2101: Financial Accounting**

**BUSA 1105: Introduction to Business**

**BUSA 2106: The Environment of Business**

**CISM 1110: Computer Applications**

**CISM 1120: Computer Concepts**

- **BBA majors enrolling in upper-division business courses for the first time must have completed or be concurrently enrolled in AACT 2102 and ECON 2106.**
- **BBA degrees require 24 semester hours of course work under the heading “Specific Requirements Beyond Ares A-F” and another 24 hours under the heading “Major Requirements” for a total of 48 hours of courses related to the major. In addition to University graduation requirements, at least half of this 48 hour total (i.e., 24 hours) must be taken at Georgia Southern for a BBA student to qualify for graduation.**
- **To qualify for graduation, BBA students must (1) make grades of “C” or better in all courses used to satisfy their “Major Requirements” and (2) make grades of “C” or better in AACT 2102 and ECON 2106 as well as in the business core courses: BUSA 3131, BUSA 3132, BUSA 4131, FINC 3131, MGNT 3130, MGNT 3430, MKTG 3131, and CISM 4130 or ACCT 4130 or CISM 4135.**

**Dr. Mark Hanna was present, along with Dr. Hazeldine, to answer questions and present data regarding these requirements. A Hazeldine/Hadley motion was made to approve this agenda item. Following extensive discussion, the motion was passed (7 yes, 4 no). This policy will be effective Fall 2004 for freshmen.**

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

**Dr. Donna Saye presented the following agenda items for the Allen E. Paulson College of Science and Technology.**

**DEPARTMENT OF MATHEMATICAL SCIENCES**

**Catalog Description and Prerequisites**

**FROM: MATH 1232 Survey of Calculus**

**Covers differential calculus of algebraic functions, systems of linear equations, the definition and operations of matrices and a basic discussion of probability. Oriented towards applications in business and economics. Appropriate technology will be incorporated throughout the course. Prerequisite: A minimum grade of "C" in MATH 1111 or equivalent. 3 credit hours.**  
**TO: MATH 1232 Survey of Calculus**

**Covers the fundamental elements of differential and integral calculus of algebraic, logarithmic and exponential functions. Topics include a brief review of algebraic principles, limits, derivatives and integrals. Appropriate technology will be incorporated throughout the course. Prerequisite: A minimum grade of "C" in MATH 1111 or MATH 1113 or equivalent. 3 credit hours.**

**The justification for this request is that the students and faculty would be better served with a course that contains only calculus. These changes also make the course more closely resemble similar courses taught at other institutions.**

**Prerequisite Change**

**FROM: STAT 2231 Introduction to Statistics I**

**Prerequisite: A minimum grade of "C" in MATH 1111 or equivalent.**  
**TO: STAT 2231 Introduction to Statistics I**

**Prerequisites: A minimum grade of "C" in one of the following: MATH 1101; MATH 1111; MATH 1112; MATH 1113; MATH 1232; or MATH 1441.**

**Any one of the above courses will be appropriate for the level of material covered in this course.**

**A Smith/Heaston motion to approve these two course changes was passed unanimously.**

## DEPARTMENT OF PHYSICS

Dr. Arthur Woodrum, Acting Chair of Physics, was present for discussion on the following items from the Department of Physics.

### New Courses

#### PHYS 3538 Introduction to General Relativity

An introduction to the metric description of different spacetimes that describe flat and various curved geometries so as to derive the laws of mechanics for planets, stars, blackholes, etc. The course also introduces a very simple model of the expanding universe and touches on cosmology.

Prerequisite: PHYS 3537 or permission of instructor. 3 credit hours.

This course has been taught three times previously as directed studies. It has been popular with students and it enhances our offerings in gravitation and cosmology.

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

#### PHYS 3520 Problem Solving in Physics

Improves the ability of physics majors to rapidly consolidate and inter-relate knowledge of their physics courses by familiarization with the techniques of rapid characterization and solution of problems and by in-class practice of rapid problem solving. Prerequisite: PHYS 3537 or permission of instruction. 2 credit hours.

There has been a need for this kind of course for our physics majors for some time. Gifted majors (who were also honors students) have tested poorly on the Physics GRE, despite the ability to work out difficult problems given sufficient (i.e., unlimited) time. The GRE serves as one of the assessment measures of the overall physics program for majors. This course is in response to a deficiency of the physics program as indicated by this assessment. Our majors need to learn how to characterize and solve in rapid-fire succession the kinds of questions

they will be given on this exam in order to score more appropriately to their level of understanding.

A Smith/Graf motion was made to approve this new course. Following much discussion, the motion was approved (6 yes, 2 no, 2 abstains).

Title Change

FROM: PHYS 3149 Methods of Theory Physics

TO: PHYS 3149 Methods of Theoretical Physics

This change is requested solely for grammatical purposes.

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

COLLEGE OF HEALTH AND HUMAN SCIENCES

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

DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES

Prerequisite Changes

FROM: FMAD 3231 Fashion Fundamentals

Prerequisite: None

TO: FMAD 3231 Fashion Fundamentals

Prerequisites: FMAD 1234 or FMAD 2230 or BUSA 2106.

FROM: FMAD 3234 Textiles

Prerequisite: None

TO: FMAD 3234 Textiles

Prerequisite: FMAD 3231

**The changes in prerequisites for these two courses are requested so students will be better prepared and will matriculate through courses in proper sequence.**

**FROM: CHFD 4790 Internship in Child and Family Development**

**Prerequisites: Senior status, 2.0 GPA, approval of academic advisor.**

**TO: CHFD 4790 Internship in Child and Family Development**

**Prerequisites: A minimum grade of "C" in all of the following: CHFD 3130; CHFD 3132; CHFD 3134; CHFD 3135; CHFD 3136; CHFD 4130; CHFD 4134 or CHFD 4137; CHFD 4135; CHFD 4136; and 3 Guided Electives.**

**In an effort to have our students demonstrate that they have the professional knowledge to be successful in their internships and to have them demonstrate high professional standards that will reflect well on Georgia Southern University, we think each student should have earned a minimum grade of "C" in each major course and in the three guided electives they are required to take.**

**Credit Hours**

**FROM: FMAD 4790 Internship in FMAD**

**Variable credit of 11-12 hours**

**TO: FMAD 4790 Internship in FMAD**

**12 semester hours, no variable credit**

**FROM: HNRM 4790 HNRM Internship**

**Variable credit of 11-12 hours**

**TO: HNRM 4790 HNRM Internship**

**12 semester hours, no variable credit**

**As part of program changes, a 1 credit hour course was eliminated from these programs; therefore these courses will now be 12 credit hours instead of 11-12 variable credits.**

**Course Number and Credit Hours**

**FROM: CHFD 3120 Research Methods in Child and Family Development**

**2 credit hours**

**TO: CHFD 3130 Research Methods in Child and Family Development**

**3 credit hours**

**This course was originally a three credit hour course. When the department pursued AAFCS accreditation, a new one credit hour course was added, Perspectives in Family and Consumer Sciences. The research course was reduced to two hours. The Perspectives in Family and Consumer Sciences course has been dropped; therefore the department is requesting that the hour be added back to the Research Methods course. Also, the amount of work required from students in this course equals that of a three credit hour course.**

**Course Number, Credit Hours, and Prerequisite**

**FROM: FACS 3427 Interior Design CAD II**

**2 credit hours. Prerequisite: FACS 3427.**

**TO: FACS 3437 Interior Design CAD II**

**3 credit hours. Prerequisite: Minimum grade of "C" in FACS 2437.**

**This change is requested because of the elimination of a one-hour course from the program of study.**

**Delete Lab Component**

**FROM: FACS 2120 Relational Issues in FACS**

**One lecture contact hour and two lab contact hours.**

**TO: FACS 2120 Relational Issues in FACS**

**Two lecture contact hours.**

**This course was originally approved with a lab component to allow for application and practice of communication skills learned in the course. After**

teaching the course with a lab component, it was discovered that as a 2 credit hour course there is not enough time allocated to lecture and cover the basic course content needed to master the subject. Deleting the lab component will permit more coverage of basic content yet still allow time for application of skills.

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

### JIANN-PING HSU SCHOOL OF PUBLIC HEALTH

Dr. Richards requested that the following item be withdrawn from the agenda.

#### Course Title

HLTH 3431 Health Promotion Concepts and Applications

Dr. Richards presented the following catalog page changes as a group from the College of Health and Human Sciences.

#### Program Changes for B.S. Child and Family Development

Delete FACS 2010

Change CHFD 3120 to 3130

#### Program Changes for B.S. Fashion Merchandising & Apparel Design

Delete FACS 2010

Increase Internship Hours to 12

#### Program Changes for B.S. Hotel & Restaurant Management

Delete FACS 2010

Increase Internship Hours to 12

#### Program Changes for B.S. Interior Design

Delete FACS 2010

Change FACS 3427 to 3437

#### Program Changes for B.S. Nutrition and Food Science

Delete FACS 2010

Add HLTH 2510, Medical Terminology



**NOTE: Copies of catalog pages, with changes indicated in italics, are available in the CHHS agenda for the January 28, 2004 meeting.**

**These catalog page revisions are made to reflect the course changes that have been requested and subsequently approved at today's meeting.**

**A Hadley/Heaston motion to approve these revisions to the catalog pages was passed unanimously.**

### **OLD BUSINESS**

**There was no old business.**

### **NEW BUSINESS**

**There was no new business to come before the committee. Ms. Barrs indicated that one item on the agenda for the February meeting will be a review of the meeting process.**

### **ADJOURNMENT**

The meeting was adjourned at 4:58 p.m.

Respectfully submitted,  
Faye Bacon  
Recording Secretary

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

Chair: Vaughn Vandegrift

The summary of the February 24, 2004 meeting of the Academic Advisory

Faculty Senate Librarian's Report, *March 12, 2004*

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Council will appear in the April Librarian's Report.

Respectfully submitted,  
Richard Flynn  
Senate Librarian

## **Faculty Senate Librarian's Report**

**April 14, 2004**

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

### **ACADEMIC STANDARDS COMMITTEE**

Chair: William Levernier

The Academic Standards Committee met on March 30, 2004 to consider appeals for early readmission. Present at the meeting were Mike Deal (Registrar's Office), Patricia Humphrey (COST), Mary Kettler (CHHS), Bill Levernier (COBA), Michael Moore (COE), Sonya Shepherd (LIB), Wayne Smith (Registrar's Office), Rosemary Stallworth-Clark, and Jack White (COBA).

There were 8 appeals. One appeal was pre-approved under criteria previously established by the committee, one was approved by the committee at the meeting, and six were denied by the committee at the meeting. Five of the denied appeals were forwarded to the Dean of the student's college for further consideration. As of April 9, one has been denied and none have been approved.

The committee also discussed the current Georgia Southern University policy of not making course grades available to students on WINGS until 24 hours after final exams are completed. The committee was charged with examining this issue at the February 9, 2004 meeting of the Faculty Senate.

Mike Deal was asked to explain to the committee the current policy and how it came about. Mr. Deal explained that under the current policy, instructors are supposed to submit their grades for a particular course via WINGS within 48 hours of the final exam for the course. The Registrar does have the capability to make course grades accessible to students as soon as the grades are submitted. Previously, when grades were immediately accessible, complaints were received from some faculty members. The primary complaint was that with the immediate accessibility of grades, students would contact the instructor to discuss their course grade, preventing the instructor from getting their other final exams graded and the grades for their other courses calculated and submitted to the Registrar.

A discussion among the committee suggests that faculty members across campus are split on whether or not grades should be available to students as soon as they are submitted by the instructor. Some faculty members prefer that grades be immediately accessible, while other faculty members prefer the current system.

Mike Deal was asked about the possibility of making some programming changes to WINGS that would allow the instructor to select the day and time that his grades would be accessible. Mr. Deal indicated that given the programming problems that the Registrar's Office has encountered

in the past, attempting such a programming change may prove problematic. A question was also asked concerning the possibility of changing the current policy to allow instructors to submit their grades at a time of their choosing (provided it is within 48 hours of the completion of final exams). Mr. Deal noted that there are sometimes problems with grade submissions for a particular course that require the Registrar's Office to contact the instructor. He indicated that it would likely be more difficult to contact instructors if many instructors submitted their grades after the final exam period is completed.

Wayne Smith provided the committee with information about the policies at other colleges and universities.

The committee noted that there are several alternatives to WINGS whereby an instructor can make his course grades immediately accessible to students. These alternatives include the posting of grades on the instructor's office door, the posting of grades on the instructor's web page (if he has one), and the posting of grades on WebCT (if the instructor uses it).

A motion was made by Patricia Humphrey to keep the current policy (i.e., grades are made available to students 24 hours after the last final exam). The motion was seconded by Jack White.

The motion was approved by the following vote: 5 in favor, 1 opposed, and 1 abstention

Bill Levernier reminded the committee that its previous recommendation regarding the elimination of the adjusted GPA was sent back to the committee so that the committee could obtain input from the Office of the Vice President of Student Affairs and Enrollment Management. We briefly discussed the information we would like from the office and some issues we would like to have considered.

The first issue involves the "performance disincentives" inherent in the adjusted GPA policy. A concern was expressed that if one examines the grade/GPA distribution of current Georgia Southern students to infer the likely effect (on things like enrollment and retention) of eliminating the adjusted GPA, the predicted effect will overstate the actual effect. The reason is that the adjusted GPA may encourage poor academic performance, causing the number of Ds and Fs to be higher than they would be in the absence of an adjusted GPA.

The second issue is a request for an explanation as to why Georgia Southern wants to enroll/retain students who can only maintain their academic eligibility by having an adjusted GPA.

## **ELECTIONS COMMITTEE**

Chair: Jim LoBue

*No Report Submitted.*

## **FACULTY WELFARE COMMITTEE**

Chair: Jean-Paul Carton

The FWC met on Feb. 12, Feb. 26, March 11, and April 1. The final meeting of the semester is planned for April 15.

Following the Faculty Senate action on the Shared Governance motion (Feb. 9), the committee discussed the Shared Governance elements rejected from the original shared governance motion submitted in the Fall (e.g., representation) and decided to continue its work on a more comprehensive document on Shared Governance (Feb. 12). The committee then began reviewing some Shared Governance documents at other universities and identifying essential elements of SG (Feb. 26).

On Feb. 26, the committee also began addressing the question of apparent discrepancies in the treatment of applications for promotion and tenure and identifying a number of questions that need to be addressed (e.g., nature of feedback to individuals who are denied tenure or promotion, clarity/existence of clear written departmental guidelines, role and influence of departmental recommendations for tenure and promotion).

On March 11, three subcommittees were formed in order to better address the on-going charges. *Shared Governance*: Don Armel; Barry Balleck; and Cynthia Frost. *Tenure & Promotion*: Kathy Thornton; LiLi Li; Karl Manrodt, and Virginia Richards. *Faculty Load*: Rosemarie Stallworth-Clark, Jianping Wang and Deborah Thomas. At that meeting, Robert Haney responded to a number of questions posed by the committee:

*For T&P denials, is faculty given feedback and are expectations being clarified? Have these expectations changed?* RH: Consultation and feedback should be received in yearly evaluations for T&P. Reviews should point towards goals. Faculty should receive specific feedback from evaluators, not just a summary of goals.

*Where does the appeal process start?* RH: The appeal process starts at the level where an application or recommendation is denied.

*Do all departments have written guidelines?* RH: All departments should have guidelines. The new Shared Governance document will help with this issue. If a department does not have written guidelines, then I (RH) need to be advised. The committee responded that not all departments have clear guidelines. Carton asked RH if he could verify for the committee whether or not the potentially problematic cases of denial by a Dean or at the university level concern departments which do not have clear written guidelines.

*If annual evaluations go to deans, shouldn't issues of concern be communicated with each evaluation? Why after several years of positive yearly evaluations, would tenure or promotion be denied?* RH: Sometimes recommendations (i.e., peer reviewed venues for scholarship) are given at pre-tenure review with the expectation of being met by full tenure review. In promotion evaluations, faculty do receive feedback. There are many varied scenarios of disagreement for reviews. Sometimes denial of promotion may be due to not adhering to time line guidelines (applying too early) and then the regents have no choice but to reject. At Carton's request, RH accepted to provide a sample list of situations/reasons justifying denial of T or P by a Dean or at the University level (such as not following prescribed time lines).

At it's April 1 meeting, the committee decided to recommend that consideration of the faculty workload draft submitted to the SEC and the Faculty Welfare Committee by the Provost be delayed until after the Task Force on Faculty Roles and Rewards has submitted its report. The Task Force for Faculty Roles and Rewards is currently working on recommendations which involve faculty workloads. Therefore, the workload description proposed in the document submitted by the Provost to the Faculty Welfare Committee for consideration is premature. Regarding promotion and tenure, the P&T subcommittee recommended that the Provost's office look into whether or not the departments and colleges concerned by the cases involving denial at the Dean's and/or institutional level have clear written guidelines.

## **FACULTY DEVELOPMENT COMMITTEE**

Chair: Kathy Alberton

The Faculty Development Committee met for the final time this year on April 7th to award travel funding for the July 1 cycle. Over \$20,000 was awarded. The committee also discussed and clarified issues that the new CET director will need to be aware of when he joins Georgia Southern in June.

## **FACULTY SERVICE COMMITTEE**

Chair: Alice Hall

Excellence In Service Grant Committee Meeting  
Georgia Southern University  
Meeting Report

**Friday, March 12, 2004**  
**Marvin Pittman Administration Building-Room 2002**  
**2:00 p.m.**

**Committee members Dr. Alice Hall, Chair; Dr. Michael Pemberton, CLASS; Dr.**

**in attendance: Starla McCollum, CHHS; Dr. Youming Li, CIT; Dr. Wendy Chambers, COE; Dr. Gale Watson, COST; Dr. Diana Cone, Acting Associate VPAA.**

**Others present: Ms. Natalie Laney, Faculty Service Coordinator**

**Voting absentia: Dr. Russell Kent, COBA and Charles Skewis, Library**

### **FACULTY SERVICE COMMITTEE REPORT**

The following nominations were submitted to the committee for the Excellence in Service Awards: Dr. James D. Bigley, CHHS; Mrs. Elfrieda F. Brown, CHHS; Dr. Mary F. Hazeldine, COBA; Dr. Clara E. Krug, CLASS; Dr. Annette S. Laing, CLASS; Dr. Linda Rohrer Paige, CLASS; Dr. Frederick K. Sanders, CLASS. The two recipients of this award will be announced at Commencement.

Respectfully submitted,

Natalie L. Laney  
Coordinator

### **FACULTY RESEARCH COMMITTEE**

Chair: David Alley  
*No Report Submitted.*

## **GRADUATE COMMITTEE**

Chair: Richard Flynn

### **GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

### **GRADUATE COMMITTEE MINUTES**

February 26, 2004, Electronic Meeting via Email, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Bede Mitchell, LIB; Dr. Carol Cornwell, CHHS; Dr. Daniel Gleason, COST; Dr. Cindi Chance, Academic Affairs; Dr. Delores Liston, COE; Dr. Kathleen Comerford, CLASS; Dr. Jim Randall, COBA; Dr. Deborah Thomas, COE; Dr. Kathleen Gruben, COBA; Dr. Jim Harris, CIT; Dr. Donna Hodnicki, CHHS

Others: Dr. John R. Diebolt, COGS; Ms. Melanie C. Reddick, COGS

Dr. Richard Flynn, Chair, emailed the committee on Friday, February 20, 2004 at 12:25 p.m.

#### **I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

#### **II. APPROVAL OF MINUTES**

Minutes of the January 29, 2004, Graduate Committee meeting were approved as written.

#### **III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS**

### **COLLEGE OF HEALTH AND HUMAN SCIENCES**

#### **Department of Hospitality, Tourism, and Family & Consumer Science**

##### **Selected Topics Announcement**

##### **SMGT 6030 Management of Labor in Sport**

This course is intended to provide students with a general knowledge of various aspects related to the management of labor in sport organizations. The uniqueness of managing human resources in the sport industry will be discussed in terms of communication, conflict resolution, justice, leadership, and motivation in sport organizations. In particular, these discussions will also consider the management of volunteers, as this is often a formidable challenge in sport. This course should also provide students with the skills necessary to recruit employees and volunteers, design jobs to fit the labor, and incorporate the



appropriate reward systems the will ensure the maximum commitment and satisfaction in the workforce. 3 credit hours.

Justification:

- Explain in detail how attitudes of employees and volunteers in the workplace can affect organizational performance and success.
- Understand and clearly articulate effective motivational strategies for all types of labor: full-time employees, part-time employees, and volunteers.
- Detail how to effectively establish reward systems that allow for the greatest motivation and satisfaction among the labor pool in various sport environments.
- Be able to organize and administer a program designed to evaluate employee performance effectively and accurately, avoiding all bias.
- Be able to explain contemporary theories of leadership and apply them to specific sport industry segments.
- Discuss organizational communication and the barriers that often arise as well as suggest several strategies for correcting and/or avoiding these impediments to organizational efficiency.

**IV. OLD BUSINESS - none**

**V. NEW BUSINESS - none**

**VI. ANNOUNCEMENTS - none**

**VII. ADJOURNMENT**

There being no further business, the meeting was adjourned on February 26, 2004 at 1:30 pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

## **LIBRARY COMMITTEE**

Chair: Robert Costomiris

Library Committee Notes March 31, 2004

-Progress Report on 2003-2004 Library Objectives: This was a summary of what the Library has been doing.

-Library Quality Enhancement Plan proposal: We think it could be useful to the revision of the GSU 1210 course. Sonya Shepherd will be on the task force. They are beginning to meet, and they were pleased with the Library QEP.

- Building Expansion Project Update: The Library project bid took place on March 9 in Atlanta. The lowest bid was several million dollars over the \$17.4M cost limitation for the project. The university was able to find \$3M to keep the project from requiring the use of all the deductive alternates. For example, \$70,000 was included in the project for fees to the city of Statesboro. The actual fee will only be \$16,000. The first two deductive alternates are:

- 1) Leaving the four-story addition on the Carroll Building side of the Library as a shell
- 2) Leaving the third floor of the three-story addition on the Blue Building side as only a shell

We are optimistic about the possibility of finding funds to complete the third floor of the three-story addition during phase two. Time line handout. Parking will be affected throughout the project. Students will be most heavily affected because they fill the lot at night. Parking and Transportation has worked closely with the Library in an effort to communicate those plans to students. They were also presented at the spring general faculty meeting and should be communicated via GSNEWS within the next few weeks. We were notified this morning the project has been authorized

- FY2005 Budget: Bede has not received notice of how the Library will be affected by a 5% budget cut that is expected. We need \$53 or \$54,000 to cover periodical cost increase. The vice-presidents have requested end of year fund requests. The Library hopes to get funds to cover periodical increases. The library will also ask for more funds for books.

- New Index for our 15,000+ Electronic Journals: The EBSCO A-Z product is accessible from the Library's web page. It is an electronic journals list that is particularly useful. The journals are full text. Bede did a live demo.

- Public Library of Science: Bede asked for feedback on the information provided.

## **UNDERGRADUATE COMMITTEE**

**Chair: Sharon Barrs**

**NB: There are three sets of minutes, those of March 23, February 25 and the minutes of the November 18<sup>th</sup> meeting, which have not appeared previously in the Librarian's Report and still need to be approved by the Senate.**

**UNDERGRADUATE COMMITTEE  
MINUTES OF MARCH 23, 2004 MEETING  
3:00 P.M.  
Russell Union, Room 2048**

**Present:** Ms. Sharon Barrs; Dr. Mary Hadley; Dr. Mary Hazeldine; Dr. Amy Heaston; Dr. Michael Moore; Dr. Virginia Richards (for Dr. Carol Cornwell); Dr. Donna Saye (for Ms. Cynthia Sikes); Mr. Fred Smith; Dr. Bob Haney. **Visitors:** Mr. Mike Deal; Mr. Wayne Smith.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:12 p.m.

**APPROVAL OF MINUTES**

A Heaston/Hadley motion to approve the minutes of the February 25 meeting was passed unanimously. Ms. Barrs asked for a clarification regarding the motion that was passed at the February meeting regarding future November and January meetings. Two meetings will be scheduled for November and two meetings scheduled for January, using the second day only if needed. The two largest colleges will be scheduled at separate alternating meetings, with the smaller colleges completing the respective agendas. The schedule for the 2004-2005 meetings will be developed in July and will be posted on the Undergraduate Committee web page. A campus-wide email will inform everyone of the schedule, thereby allowing the colleges ample time to prepare their agendas for the meetings.

**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**CENTER FOR INTERNATIONAL STUDIES**

Proposal for Studies Abroad Program

**Study Abroad Program to Senegal, The Gambia, Guinea & Sierra Leone**

There was no one in attendance to present this agenda item for the Center for International Studies; therefore, the item was withdrawn.

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

Dr. Donna Saye was present to answer questions on the agenda items from the Allen E. Paulson College of Science and Technology.

## SCHOOL OF TECHNOLOGY

### Number and Catalog Description

**FROM: ENGR 1631 Computing for Engineers**

**This course is designed to familiarize the students with various computing and programming principles related to solving engineering problems. Laboratory instruction in the course is based on utilization of the MATLAB computing software as well as other software tools commonly used by engineers in preparing engineering reports and presentations. Prerequisite: Concurrent or prior completion of MATH 1441. 3 credit hours.**

**TO: ENGR 1731 Computing for Engineers**

**Foundations of computing with an introduction to design and analysis of algorithms and an introduction to design and construction of programs for engineering problem-solving. Prerequisite: Concurrent or prior completion of MATH 1441. 3 credit hours.**

The course number is being changed to more closely resemble the Georgia Tech equivalent course number (1371). The course description is being changed to reflect the addition of an introduction to Java and object-oriented programming so that this course will be transferable to Georgia Tech.

### Number, Catalog Description, and Credit Hours

**FROM: TCET 3152 Structural Fabrication**

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

**TO: TCET 3152 Structural Fabrication**

**Introduction to types of structures and loads. Analysis of statically determinate and indeterminate structures by classical and other methods. The types of structures covered include beams, plane trusses and plane frames. Topics include external and internal reactions, deflections, moving loads and influence lines, approximate methods (including portal method and cantilever method), classical slope-deflection and moment distribution methods, and an introduction to matrix method. Computational laboratory activities in support of instruction, including use of industry-standard structural analysis software. 4 credit hours.**

After offering this course in its current format in Fall 2003, it is deemed necessary for students to have additional time for lab activities because of need for frequent use of computers and additional software being incorporated into the process. Certain topics are taught better in a lab setting. Therefore, lecture hours will be reduced to three, and course will consist of three lecture hours and three lab hours. This will be more beneficial to the students.

Catalog Description and Prerequisites

**FROM: TMFG 3133 Forming and Fabrication**

**A study of forming and fabrication techniques including material properties, product design, layout/development, tooling, bending and forming processes, casting processes, and assembly processes. Emphasis on increased depth of knowledge of processes, process variables, and associated industrial equipment. Laboratory activities include hands on experimentation with selected materials and processing equipment. Prerequisites: TMFG 1121, TMFG 1122, and TMFG 3131 or instructor permission.**

**TO: TMFG 3133 Forming and Fabrication**

**A study of forming and fabrication technology and applications, including material properties, product design considerations, and issues impacting quality and productivity. Emphasis is on methods, tooling, and machinery involved in forming, piercing, and assembly processes for sheet, plate, tubing, wire forms and structural shapes. Laboratory activities involve experiments and projects designed to provide hands-on familiarity with typical industrial methods and equipment. Prerequisites: TMFG 1121 and TMFG 3131 or permission of instructor.**

The revised catalog description is more concise and accurate. The prerequisite TMFG 1122 was deleted from the curriculum by prior action.

Catalog Description

**FROM: TMFG 5230 International Manufacturing**

**Opportunities and problems in manufacturing products for import and export. Topics include: transportation, customs, structures for facilitating international trade, trade policies, global patterns, and cultural concerns.**

**TO: TMFG 5230 International Manufacturing**

**A study of opportunities, issues, and problems involved in manufacturing products for import and export, and in dealing with global suppliers of materials, parts, and assemblies. Focus is on those aspects unique to the management of technical operations, such as ISO (International Organization for Standardization) quality standards, scheduling, and technology transfer. Additional topics may include transportation, customs documentation, global trends and trade policies, and cultural issues. 3 credit hours.**

This change in catalog description is intended to more clearly describe the nature and focus of the course, especially in terms of contrast with any course of similar title that may be offered by other academic units.

A Heaston/Hazeldine motion to approve these changes for these four courses was passed unanimously.

**Change to Program Requirements for Construction Management**

**Add minimum GPA requirement for students who transfer into the program**

On a request from the Dean of Science and Technology, Dr. Donna Saye asked that this agenda item be withdrawn.

**Proposed Changes to Minor in Manufacturing**

**FROM:**

Prerequisites for the Minor Program Courses – None

Lower Division Courses (6 Hours)

TMFG 1111 – Manufacturing Seminar (1)

TMFG 1121 – Technical Drafting (2)

TMFG 2131 – The Manufacturing Enterprise (3)

Upper Division Courses (9 Hours) (select three courses)

TMFG 3131 – Industrial Processes & Materials (3)

TMFG 3231 – Introduction to Industrial Management (3)

TMFG 3232 – Applied Industrial Statistics & Quality Assurance (3)

TMFG 4132 – Power Systems & Control Applications (3)

TMFG 4134 – World Class Manufacturing (3)

TMFG 4299 – Manufacturing Internship (1-6) (only 3 hours may be taken toward the minor)

TMFG 5133 – Automated Manufacturing Systems (3)

TMFG 5230 – International Manufacturing (3)

TMFG 5233 – Manufacturing Applications in Information Technology (3)

TSEC 5331 – Human Resource Protection (3)

The three lower division courses are required “foundation” courses for this minor. The intent is that the student will then select three upper division courses to build upon this foundation. This arrangement complies with the current academic policy specifications.

**TO:**

Prerequisites: As defined in the catalog descriptions of each selected course, unless waived by the instructor in consideration of student objectives and/or prior knowledge or experience.

Course Requirements: TMFG 2131, The Manufacturing Enterprise (3) **or** SPAN 4534, The Manufacturing Enterprise (3), plus 12 hours of upper-division courses with the TMFG prefix. No more than 3 hours of TSEC-prefix hours may be substituted for TMFG-prefix courses (refer to the available minor in Industrial Safety and Environmental Compliance). Note that for variable credit courses (1-6 hours) only 3 hours may be taken toward the minor.

Course selections must be approved by and in consultation with an assigned faculty advisor of the School of Technology's Manufacturing degree program.

This minor is intended to provide flexibility in tailoring a concentration of courses in either manufacturing technology or industrial management (or a blend) to meet the needs of majors in fields such as business, writing, or foreign language.

A Heaston/Hazeldine motion to approve these changes to the Manufacturing Minor was passed unanimously.

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

Dr. Virginia Richards was present to answer questions regarding the following agenda items from the College of Health and Human Sciences.

**DEPARTMENT OF HOSPITALITY, TOURISM, FAMILY & CONSUMER SCIENCES**

Program Changes in Hotel and Restaurant Management Curriculum

**Under Major Requirements:**

**Move HNRM 4336, Hospitality Issues (3) from “Major Requirements” to “Choose one of the following.”**

**Move HNRM 3338, Human Resources for Hospitality (3) from “Choose one of the following” to “Major Requirements.”**

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

**SCHOOL OF NURSING**

New Course

**NURS 4341 Population Focused Nursing**

This course is designed to aid the public health nurse in developing and/or revitalizing skills essential in population-based practice in conjunction with clinical/preventive skills already obtained in the workforce. Emphasis will be on conducting community assessments, planning and implementing appropriate interventions based on assessment findings, presenting health data to groups, facilitating the development of community coalitions, and collaboration with community partners for effective change in health policy. Prerequisite: Permission of instructor. 4 credit hours.

This course has been offered for several semesters as a Selected Topics course. It has been well received and, therefore, is now being proposed as a regular course. The ultimate outcome is the improved health of Georgians through a more highly skilled public health workforce.

A Hazeldine/Hadley motion to approve this new course was passed unanimously.

**COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES**

Dr. Mary Hadley was available to answer questions regarding the following agenda items for the College of Liberal Arts and Social Sciences.

**DEPARTMENT OF POLITICAL SCIENCE**

Catalog Descriptions

**FROM: CRJU 1100 Introduction to Criminal Justice**

**A 3-hour survey of the criminal justice system, its law enforcement, courts, and corrections components, theories of causation, and the juvenile justice system.**



**TO: CRJU 1100 Introduction to Criminal Justice**

**Survey course of the criminal justice system and its central components: police, courts, and corrections. Topics include: activities and legal environment of each component; individual rights and public order; juvenile justice process; theories of causation; growth and use of technology in crime and crime solving; and special issues such as AIDS, drugs, and public policy. 3 hours.**

**FROM: CRJU 2131 Justice and Ethics**

**Introduces students to some of the philosophical theories that will provide a framework for them to study and analyze ethical and moral issues in crime and justice. The police, courts, and corrections, which comprise the criminal justice system, will be explored in light of ethical concerns. Criminal justice research and crime control policy will also be examined. Finally, a justice ethic for the future is offered for students to consider.**

**TO: 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 policy discretion, lawyer misconduct, rationales for punishment, the death penalty, white-collar crime, and privacy issues in preventing and investigating cyber-crime. 3 hours.**

**FROM: CRJU 3133 Criminal Procedure**

**Study of the criminal justice process from arrest through appeal with emphasis upon the rights of the accused including due process, the right to counsel, search and seizure, and the privilege against self-incrimination.**

**TO: CRJU 3133 Criminal Procedure**

**Study of legal processes from arrest through appeal, with emphasis upon the rights of the accused. Particular attention is paid to due process, right to counsel, search and seizure, privilege against self-incrimination, and challenges to individual rights represented by advances in technology and information systems. 3 hours.**

**FROM: CRJU 3230 Policing**

**This is a three-hour introductory course to the study of policing in today's society. Students will explore such topics and the police role; its existence as a system and its subsystems; an agency's structure, organization and management; areas such as law, discretion, community relations, personnel, and police personality; and special issues such as AIDS and stress.**

**TO: CRJU 3230 Policing**

**An introduction to the study of policing in American society. Course focuses on a variety of topics, including: development of policing; agency structure, organization, and management; professionalism, ethics, and discretion; community policing; constraints on police action; use of technology and computer information systems by police agencies; and special issues, such as corruption, AIDS, civil liability, and stress. 3 hours.**

**FROM: CRJU 4032 Criminal Behavior**

**A psycho-social study of criminal behavior and various treatment modalities.**

**TO: CRJU 4032 Criminal Behavior**

**An examination of criminal and deviant behaviors from a multidisciplinary approach that include violent property offenders, delinquency, and white-collar offenses, such as fraud and computer crimes. Course addresses major theories and research, correlates of crime including classification concepts, case studies, and application by various components of the criminal justice system. 3 hours.**

**FROM: CRJU 4231 Criminal Justice Research Methods**

**This course provides students with a better understanding of research and its application in the field of criminal justice. Topics include understanding the scientific method, research methodology, inductive and descriptive statistics, and data analysis for report preparation. This course will include student utilization of computer-based spreadsheets and statistical packages. (3 semester hours)**

**TO: CRJU 4231 Criminal Justice Research Methods**

**Provides students with a better understanding of research and its application in the field of criminal justice. Topics include understanding the scientific method, research methodology, inductive and deductive statistics, and data analysis for report preparation. Course will include student utilization of computer-based spreadsheets, database management, and interactive statistical packages. 3 hours.**

**FROM: CRJU 4830 Criminal Justice Administration**

**A study of organizational and managerial issues associated with the criminal justice system with respect to policing, the courts, and corrections. Examines such topics as selection, staffing, training, communication, leadership, power, decision-making, and organizational change.**

**TO: 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. 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 selection and use of technology, such as network applications and management information systems. 3 credit hours.**

These changes are requested because they were inadvertently omitted from a previous agenda submission to the Undergraduate Committee.

A Hazeldine/Heaston motion to approve these course description changes was passed unanimously.

### **OTHER BUSINESS**

Ms. Barrs welcomed and introduced Mr. Wayne Smith, Associate Registrar, to the committee. Mr. Smith will be attending future meetings as the representative from the Registrar's Office. Ms. Barrs and the committee then thanked Mr. Michael Deal for his service and dedication to the committee.

### **ADJOURNMENT**

A Heaston/Hazeldine motion to adjourn the meeting was passed unanimously. Hearing no objections, the chair adjourned the meeting at 3:40 p.m.

Respectfully submitted,

Faye Bacon  
Recording Secretary

**UNDERGRADUATE COMMITTEE  
MINUTES OF FEBRUARY 25, 2004 MEETING  
3:00 P.M.  
Russell Union, Room 2048**

**Present:** Ms. Sharon Barrs; Dr. Carol Cornwell; Dr. Adrian Gardiner (for Dr. Ron MacKinnon); Dr. Mary Hadley; Dr. Mary Hazeldine; Dr. Amy Heaston; Mr. Lili Li; Dr. Michael Moore; Dr. John Murray; Ms. Camille Rogers; Ms. Cynthia Sikes; Mr. Fred Smith; Dr. Bob Haney. **Visitors:** Dr. Jim Bradford; Mr. Mike Deal; Dr. Han Reichgelt; Dr. Bryan Riemann; Dr. Donna Saye; Dr. Nancy Shumaker.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:06 p.m.

### **APPROVAL OF JANUARY 27 AND JANUARY 28 MINUTES**

A Sikes/Heaston motion to approve the minutes of the January 27, 2004, meeting was passed unanimously. A Sikes/Heaston motion to approve the minutes of the January 28, 2004, meeting was passed unanimously.

### **COLLEGE OF EDUCATION**

Dr. Amy Heaston presented the following agenda items from the College of Education.

### **DEPARTMENT OF TEACHING AND LEARNING**

#### **Co-requisite Change**

**FROM:** ECED 3262 P-5 Language and Literacy  
Co-requisite: ECED 3732

**TO:** ECED 3262 P-5 Language and Literacy  
Co-requisite: None

The current requirement that ECED 3262 (P-5 Language and Literacy) be taken concurrently with ECED 3732 (Methods I Practicum) is no longer necessary.

A Heaston/Sikes motion to approve this co-requisite change was passed unanimously.

#### **Subject, Title, Catalog Description, Prerequisite and Co-requisite Changes**

**FROM:** ECED 4633 P-5 Senior Seminar  
**Students will analyze issues related to school law, classroom/behavior management, and appropriate instruction for a diverse student population. Special emphasis will be placed on instructional setting, strategies, and related services. Prerequisites: ECED 4733. Co-requisite: ECED 4799. (3 credit hours)**

**TO: ESED 4633 Student Teaching Seminar**

**Students will analyze issues related to school law, diverse student populations, classroom/behavior management, school funding, issues and trends in education, technology integration, and ethics. Special emphasis will be placed on the instructional setting, strategies, and related services. Prerequisites: Admission to Student Teaching. Co-requisite: ECED 4799 for Early Childhood Education majors only. (3 credit hours)**

The course prefix is being changed to provide an opportunity for candidates enrolled in the B.S.Ed. in Early Childhood Education, Middle Grades Education, Secondary Education, and P-12 Education to take the course. Course content is being revised to include additional current issues, such as technology integration, school funding, and ethics.

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

**Prerequisite and Co-requisite Changes**

**FROM: ECED 4799 Student Teaching in Early Childhood Education**

**Prerequisite: Completion of teaching field courses and professional education sequence; must meet requirements for Admission to Student Teaching. Co-requisite: ECED 4633: P-5 Senior Seminar (9 credit hours)**

**TO: ECED 4799 Student Teaching in Early Childhood Education**

**Prerequisite: Admission to Student Teaching. Co-requisite: ESED 4633 (9 credit hours)**

The prerequisite and co-requisite are being changed to reflect the prefix change of ECED 4633 to ESED 4633.

A Heaston/Moore motion for approval was passed unanimously.

**Revised Program of Study, B.S.Ed. Early Childhood Education**

Under the "Professional Education" area (24 hours), change ECED 4633, P-5 Senior Seminar (3), to ESED 4633, Student Teaching Seminar (3).

A Heaston/Hazeldine motion to approve this change in the program page was passed unanimously.

**COLLEGE OF HEALTH AND HUMAN SCIENCES**

Dr. Bryan Riemann presented the following agenda items for the College of Health and Human Sciences.

**DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**

**Prerequisite Change**

**FROM: FACS 2437 Interior Design CAD I**

**Prerequisites: INDS 2430, INDS 2434, or permission of instructor.**

**TO: FACS 2437 Interior Design CAD I**

**Prerequisites: INDS 2430, INDS 2434, CISM 1110, and CISM 1120, or permission of instructor.**

The reason for adding these two prerequisites is because students need basic computer skills in order to succeed in this class.

A Smith/Heaston motion to approve the prerequisite changes to this course was passed unanimously.

**JIANN-PING HSU SCHOOL OF PUBLIC HEALTH**

**New Course**

**KINS 2419 Water Polo**

A course designed to introduce the student to water polo basic skills and knowledge. (1 credit hour)

This will be an elective course that will offer our students more of a selection in the aquatic area. Fitness swimming has traditionally been a very popular course, and this course would be a similar advanced level swimming course. No team oriented swimming courses are currently offered.

Following discussion, a Smith/Heaston motion approve this new course was passed unanimously.

**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

## **CENTER FOR INTERNATIONAL STUDIES**

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

### **Changes to B.S. in International Trade Degree**

**Delete the 3-Hour Elective**

**Add INTS 2130 for 3 Hours Under Specific Requirements**

These changes are requested to better prepare International Trade majors for the advanced International Studies courses they are required to take.

A Smith/Heaston motion to approve these changes to the program of study for the B.S. in International Trade Degree was passed unanimously.

## **COLLEGE OF INFORMATION TECHNOLOGY**

Dr. Jim Bradford and Dr. Han Reichgelt presented the following item for the College of Information Technology.

### **New Program Proposal for a B.S. in Information Technology Degree**

The proposed online Georgia Bachelor of Science in Information Technology degree program (Georgia WebBSIT) will be offered collaboratively by five University System of Georgia institutions: Armstrong Atlantic State University; Clayton College and State University; Georgia Southern University; Macon State College; and Southern Polytechnic State University. The degree will be offered primarily at a distance via USG's centrally supported course management system WebCIT Vista. The program proposal will be presented for approval at each of the other institutions involved. Assuming approval at all levels, the program will be effective with the Fall 2004 term.

This is a program that focuses on the design and management of technological information and computing systems as solutions to business and industry for data and communications support needs. Included is instruction in the principles of computer hardware and software components, web-based systems, databases, telecommunications, user tactics, application testing, and human interface design.

(See the complete program proposal at the Undergraduate Committee web page.)

Following discussion, a Rogers/Gardiner motion to approve this new program was passed unanimously.

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

Dr. Donna Saye presented the following items for the Allen E. Paulson College of Science and Technology.

#### **SCHOOL OF TECHNOLOGY**

##### **Subject, Number and Prerequisite Changes**

- FROM: TBCC 3240 Mechanical and Electrical Equipment and Systems**  
Prerequisites: TBCC 2230 and PHYS 1111.
- TO: TCM 2241 Mechanical and Electrical Equipment and Systems**  
Prerequisites: TCM 1130, PHYS 1111, and PHYS 1113.
- FROM: TBCC 3231 Site Construction**  
Prerequisites: TBCC 2231.
- TO: TCM 4434 Site Construction**  
Prerequisites: TCM 3330 and TCM 3331.

In December 2002, the School of Technology changed the name of Building Construction and Contracting to Construction Management. All prefixes were changed from TBCC to TCM and the numbers were also changed. In the original documents submitted by the School of Technology to the Undergraduate Committee in January 2003, these two courses were not included. These were actually changed in the catalog at the same time the other courses were changed, so this is simply a matter of cleaning up the paper work.

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

#### **OLD BUSINESS**

There was no old business.

#### **NEW BUSINESS**



### **Alternates and Operating Code**

Ms. Barrs initiated a discussion regarding the "Operating Code for the Undergraduate Committee" that was adopted at the September 2003 meeting. This code was made a part of the minutes of the September meeting, but was never approved as an action item by the Faculty Senate.

The committee began discussion on the Section II.C of the Operating Code. Alternates for standing committees of the Faculty Senate were discussed last year in the Undergraduate Committee and in the Faculty Senate. Dr. Phyllis Dallas and Dr. Constance Campbell filed an information request with the Senate Executive Committee on this issue. Discussions continued between the SEC, the Elections Committee and the chairs of the Undergraduate and Graduate Committees. It was decided that the Undergraduate Committee should mirror the alternate structure for the Graduate Committee, which was already in place. Thus the Election Committee has instructed each College and the Library to elect an alternate for the Undergraduate Committee effective Fall 2004.

It was suggested that Section II.C. of the Operating Code (Alternates) be revised to read: "When Undergraduate Committee members are unable to attend committee meetings, they will send a college elected alternate in their place." Hopefully, this will alleviate the problem of having a quorum in attendance at committee meetings.

A Hazeldine/Smith motion to approve this recommended change to the "Operating Code" was passed unanimously.

### **New Curriculum Form**

The next item under discussion was the new curriculum form. The form in its current format is not user friendly and is very cumbersome and inefficient. It requires excessive amounts of paper work and copies, much of which is unnecessary. For instance, a course deletion could be submitted on a very short form, maybe half a page, instead of the current two-page form. Following a discussion on the matter, Dr. Haney suggested that the form be revised into four separate forms, one for each of the four actions: New Course; Course Deletion; Course Revision; Selected Topics Announcement. The committee agreed to send these suggestions to the Registrar for further development. Mr. Deal stated that his office will continue to work on revising the curriculum forms and see what can be done to have a separate form for each action.

### **Undergraduate Committee Web Page**

Ms. Barrs opened for discussion the Undergraduate Committee's web page. What can be done to improve the functionality of the page? One suggestion is to organize it in a more concise format that will be easier to use. Another suggestion was to add a list of the committee members to include their phone numbers and e-mail addresses. One complaint was that it should be more accessible. This could be accomplished by adding links for this web page to other web pages, for instance, the Faculty Senate web page. The committee agreed to send these suggested improvements to the Registrar for further development.

### **Ways to Improve Meetings**

Ms. Barrs opened the floor for discussion or suggestions on ways to improve the January meetings of the committee. There are two meetings in January because of the large volume of agenda items. This is because of the deadline for items to be included in the next year's catalog. It would not be feasible to move the deadline forward because the catalogs would not be available for the first orientation sessions that begin in June. Dr. Haney suggested that two meetings be held in November and two meetings be held in January, scheduling the two largest colleges in separate months with the smaller colleges added to complete the schedules. The schedule for these catalog change deadlines will be announced each summer, along with the new academic year meeting schedule for the Undergraduate Committee. A Moore/Heaston motion to approve Dr. Haney's suggestion was passed unanimously.

The committee members agreed that assigning sections of the agendas to individual committee members for in-depth review prior to the meetings was very helpful, and that this process should be continued for those meetings with the excessive volume of agenda items.

One concern expressed by members was the long turn-around time between the meetings and the final approval of agenda items by the Faculty Senate and Provost. This is the result, primarily, of the current process for approval of the minutes. The minutes for each meeting are approved at the following meeting, and then forwarded to the Faculty Senate to be included on the agenda for the next meeting of that body. The dates for the Undergraduate Committee meetings and the agenda deadlines for the Faculty Senate meetings are such that there is an unusual delay in the approval process. A Rogers/Hadley motion to approve the committee minutes via electronic mail was passed unanimously.

### **ADJOURNMENT**

A Heaston/Hazeldine motion to adjourn the meeting at 4:30 p.m. was passed unanimously.

Respectfully submitted,

Faye Bacon  
Recording Secretary

Approved by Committee on March 23, 2004

**UNDERGRADUATE COMMITTEE  
MINUTES OF NOVEMBER 18, 2003 MEETING  
3:00 p.m.  
Russell Union, Room 2048**

**Present:** Ms. Sharon Barrs; Dr. Don Fausett (for Ms. Cynthia Sikes); Dr. Helen Graf; Dr. Mary Hadley; Dr. Amy Heaston; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. John Murray; Ms. Camille Rogers; Mr. Fred Smith; Dr. Bob Haney; Mr. Reggie Brown (SGA). **Visitors:** Mr. Mike Deal; Dr. Robert Shanafelt; Ms. Nancy Wright; Dr. Rebecca Ziegler.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:04 p.m.

**APPROVAL OF MINUTES**

A Heaston/Hazeldine motion to approve the minutes of the October 22 meeting of the Undergraduate Committee was passed unanimously.

**COLLEGE OF EDUCATION**

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

**DEPARTMENT OF TEACHING AND LEARNING**

Program Changes for the B.S.Ed. in Spanish

Remove ESED 3131, Analysis of Effective Teaching & Curriculum in Foreign Language

This course is being removed as a program requirement in order to provide additional content hours for the major. The content of this course is currently being included in FORL 4393, FORL 3431, and FORL 3432.

A Heaston/Moore motion to approve this item was passed unanimously.

**Change FORL 4393, Foreign Language Practicum, from variable (1-3) credit hours to 3 credit hours**

**This item was withdrawn from the agenda because the Department of Foreign Languages must initiate this request. It should be presented at the January 2004 meeting.**

Increase hours in upper division Spanish courses from 27 hours to 30 hours

The three additional hours are gained by removing ESED 3131.

(NOTE: This item should have been submitted as "Increase the FORL and Spanish courses hours from 27 hours to 30.")

Change upper division course requirements to match the B.A. in Spanish

This is to insure that candidates take a balance of content courses for the teaching field.

A Heaston/Hadley motion to approve the last two items was passed unanimously.

Program Changes for the B.S.Ed. in German

Remove ESED 3131, Analysis of Effective Teaching & Curriculum in Foreign Language

This course is being removed as a program requirement in order to provide additional content hours for the major. The content of this course is currently being included in FORL 4393, FORL 3431, and FORL 3432.

**Change FORL 4393, Foreign Language Practicum, from variable (1-3) credit hours to 3 credit hours**

**Again, this item was withdrawn from the agenda and will be brought to committee by the Department of Foreign Languages.**

Increase hours in upper division German courses from 27 hours to 30 hours

The three additional hours are gained by the removal of ESED 3131.

A Heaston/Graf motion to approve these changes to the B.S.Ed. in German was passed unanimously.

**Program Changes for the B.S.Ed. in French**

**Remove ESED 3131, Analysis of Effective Teaching & Curriculum in Foreign Language**  
This course is being removed as a program requirement in order to provide additional content hours for the major. The content of this course is currently being included in FORL 4393, FORL 3431, and FORL 3432.

**Change FORL 4393, Foreign Language Practicum, from variable (1-3) credit hours to 3 credit hours**

This item was withdrawn from the agenda and will be brought to committee by Foreign Languages.

**Increase hours in upper division French courses from 21 hours to 24 hours**

The three additional hours are gained by removing ESED 3131.

A Heaston/Murray motion to approve the changes to the B.S.Ed. in French was passed unanimously.

**Course Deletion**

**ESED 3131 Analysis of Effective Teaching and Curriculum in Foreign Language**

The content of this course is already included in FORL 4393, FORL 3431, and FORL 3432.

A Heaston/Murray motion to approve deletion of this course was passed unanimously.

**COLLEGE OF BUSINESS ADMINISTRATION**

Dr. Mary Hazeldine presented the following agenda items for the College of Business Administration. The agenda items were reversed and the prerequisite changes were acted on first.

**DEPARTMENT OF MANAGEMENT, MARKETING & LOGISTICS**

**Prerequisite Changes**

**FROM: MKTG 3132 Principles of Advertising**  
**MKTG 3131**

**TO:** MKTG 3132 Principles of Advertising  
A "C" or better in MKTG 3131

**FROM:** MKTG 3133 Professional Selling  
MKTG 3131

**TO:** MKTG 3133 Professional Selling  
A "C" or better in MKTG 3131

**FROM:** MKTG 3134 Business Marketing  
MKTG 3131

**TO:** MKTG 3134 Business Marketing  
A "C" or better in MKTG 3131

**FROM:** MKTG 3135 Principles of Retailing  
MKTG 3131

**TO:** MKTG 3135 Principles of Retailing  
A "C" or better in MKTG 3131

**FROM:** MKTG 4131 Marketing Research  
MKTG 3131 and BUSA 3131

**TO:** MKTG 4131 Marketing Research  
A "C" or better in both MKTG 3131 and BUSA 3131

**FROM:** MKTG 4132 Retail Store Management  
MKTG 3131 and MKTG 3135 or permission of instructor

**TO:** MKTG 4132 Retail Store Management  
A "C" or better in both MKTG 3131 and MKTG 3135 or permission of instructor

**FROM:** MKTG 4133 Sales Management  
MKTG 3131 and MKTG 3133

**TO:** MKTG 4133 Sales Management  
A "C" or better in both MKTG 3131 and MKTG 3133

**FROM:** MKTG 4134 Services Marketing  
MKTG 3131

**TO:** MKTG 4134 Services Marketing  
A "C" or better in MKTG 3131

**FROM: MKTG 4135 Buyer Behavior**  
MKTG 3131

**TO: MKTG 4135 Buyer Behavior**  
A "C" or better in MKTG 3131

**FROM: MKTG 4136 International Marketing**  
MKTG 3131

**TO: MKTG 4136 International Marketing**  
A "C" or better in MKTG 3131

**FROM: MKTG 4137 Marketing Management**  
MKTG 3131

**TO: MKTG 4137 Marketing Management**  
A "C" or better in MKTG 3131 and last two semesters prior to graduation

**FROM: MKTG 4830 Special Problems in Marketing**  
MKTG 3131

**TO: MKTG 4830 Special Problems in Marketing**  
A "C" or better in MKTG 3131

**FROM: MGNT 3134/3134S Behavior in Organizations**  
MGNT 3130

**TO: MGNT 3134/3134S Behavior in Organizations**  
A "C" or better in MGNT 3130

**FROM: MGNT 3234 Entrepreneurship/Small Business**  
FINC 3131, MKTG 3131, MGNT 3130 or permission of instructor

**TO: MGNT 3234 Entrepreneurship/Small Business**  
A "C" or better in the following courses: FINC 3131, MKTG 3131, and MGNT 3130; or permission of instructor

**FROM: MGNT 3334 Human Resource Management**  
MGNT 3130

**TO: MGNT 3334 Human Resource Management**  
A "C" or better in MGNT 3130

**FROM: MGNT 4230/4230S International Management**  
MGNT 3130

**TO: MGNT 4230/4230S International Management**  
A "C" or better in MGNT 3130

**FROM: MGNT 4234 Small Business Management**  
FINC 3131, MKTG 3131, and MGNT 3130 or permission of instructor

**TO: MGNT 4234 Small Business Management**  
A "C" or better in the following courses: FINC 3131, MKTG 3131, and MGNT 3130;  
or permission of instructor

**FROM: MGNT 4235 Applied Small Business Management**  
FINC 3131, MKTG 3131, and MGNT 3130 or permission of instructor

**TO: MGNT 4235 Applied Small Business Management**  
A "C" or better in the following courses: FINC 3131, MKTG 3131, and MGNT 3130;  
or permission of instructor

**FROM: MGNT 4332 Compensation and Benefits**  
MGNT 3130

**TO: MGNT 4332 Compensation and Benefits**  
A "C" or better in MGNT 3130

**FROM: MGNT 4333 Human Resource Information Systems**  
MGNT 3130

**TO: MGNT 4333 Human Resource Information Systems**  
A "C" or better in MGNT 3130

**FROM: MGNT 4334/4334S Current Issues in the Work Environment**  
MGNT 3130

**TO: MGNT 4334/4334S Current Issues in the Work Environment**  
A "C" or better in MGNT 3130

**FROM: MGNT 4335 Labor Relations**  
MGNT 3130

**TO: MGNT 4335 Labor Relations**  
A "C" or better in MGNT 3130

**FROM: MGNT 4338 Staffing, Training, and Development**  
MGNT 3130

**TO: MGNT 4338 Staffing, Training, and Development**



A "C" or better in MGNT 3130

**FROM: MGNT 4830 Special Problems in Management**  
MGNT 3130 and permission of instructor

**TO: MGNT 4830 Special Problems in Management**  
A "C" or better in MGNT 3130 and permission of instructor

**FROM: BUSA 4131 Strategic Management**  
Completion of BUSA 3132, FINC 3131, MGNT 3130, MGNT 3430, and MKTG 3131

**TO: BUSA 4131 Strategic Management**  
A "C" or better in the following courses: BUSA 3132, FINC 3131, MGNT 3130, MGNT 3430, and MKTG 3131

## **DEPARTMENT OF FINANCE AND QUANTITATIVE ANALYSIS**

### **Prerequisite Changes**

**FROM: BUSA 3132 Quantitative Analysis**  
BUSA 3131

**TO: BUSA 3132 Quantitative Analysis**  
A "C" or better in BUSA 3131

**FROM: MGNT 3430 Operations Management**  
BUSA 3131 or STAT 2231

**TO: MGNT 3430 Operations Management**  
A "C" or better in BUSA 3131 or a "C" or better in STAT 2231

**FROM: MGNT 3437 Service Operations Management**  
BUSA 3131 or STAT 2231

**TO: MGNT 3437 Service Operations Management**  
A "C" or better in BUSA 3131 or a "C" or better in STAT 2231

**FROM: MGNT 4434 Operations Survey**  
MGNT 3130

**TO: MGNT 4434 Operations Survey**  
A "C" or better in MGNT 3130

**FROM: MGNT 4435 Management of Quality**  
MGNT 3430

**TO: MGNT 4435 Management of Quality**  
A "C" or better in MGNT 3430

**FROM: MGNT 4436 Planning and Control Systems**  
MGNT 3430

**TO: MGNT 4436 Planning and Control Systems**  
A "C" or better in MGNT 3430

## **SCHOOL OF ACCOUNTANCY**

### **Prerequisite Changes**

**FROM: ACCT 2102 Financial Accounting**  
ACCT 2101

**TO: ACCT 2102 Financial Accounting**  
Grade of "C" or better in ACCT 2101

**FROM: BUSA 3134 Accounting for Management**  
ACCT 2101 and ACCT 2102 or ACCT 2030

**TO: BUSA 3134 Accounting for Management**  
Grade of "C" or better in both ACCT 2101 and ACCT 2102; or a grade of "C" or better in ACCT 2030

**FROM: ACCT 3131 Intermediate Accounting I**  
Grade of "B" or better in ACCT 2101 or total institution GPA of 2.5 or better in ACCT 2101 and ACCT 2102

**TO: ACCT 3131 Intermediate Accounting I**  
Grade of "B" or better in ACCT 2101; or a grade of "C" or better in both ACCT 2101 and ACCT 2102

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

**TO: ACCT 3530 Tax Aspects of Business Decisions**  
For BBA students, a grade of "C" or better in both ACCT 2101 and ACCT 2102; for Non-BBA students, a grade of "C" or better in ACCT 2030

## **SCHOOL OF ECONOMIC DEVELOPMENT**

Prerequisite Changes

- FROM:** ECON 2106/2106S Business Economics  
ECON 2105
- TO:** **ECON 2106/2106S Business Economics**  
A "C" or better in ECON 2105
- 
- FROM:** **ECON 3131 Intermediate Macroeconomics**  
ECON 2105 and ECON 2106
- TO:** **ECON 3131 Intermediate Macroeconomics**  
A "C" or better in both ECON 2105 and ECON 2106
- 
- FROM:** **ECON 3132/3132S International Trade**  
ECON 2105 and ECON 2106
- TO:** **ECON 3132/3132S International Trade**  
A "C" or better in both ECON 2105 and ECON 2106
- 
- FROM:** **ECON 3231/3231S Intermediate Microeconomics**  
ECON 2105 and ECON 2106
- TO:** **ECON 3231/3231S Intermediate Microeconomics**  
A "C" or better in both ECON 2105 and ECON 2106
- 
- FROM:** **ECON 3232 International Monetary Relations**  
ECON 2105 and ECON 2106
- TO:** **ECON 3232 International Monetary Relations**  
A "C" or better in both ECON 2105 and ECON 2106
- 
- FROM:** **ECON 4331 Money and Banking**  
ECON 2105 and ECON 2106
- TO:** **ECON 4331 Money and Banking**  
A "C" or better in both ECON 2105 and ECON 2106
- 
- FROM:** **ECON 4332 Labor Economics**  
ECON 2105 and ECON 2106
- TO:** **ECON 4332 Labor Economics**  
A "C" or better in both ECON 2105 and ECON 2106
- 
- FROM:** **ECON 4333 Managerial Economics**

- ECON 2105, ECON 2106 and MGNT 3130
- TO: ECON 4333 Managerial Economics**  
A "C" or better in the following courses: ECON 2105, ECON 2106, and MGNT 3130
- FROM: ECON 4334 Transportation Economics**  
ECON 2105 and ECON 2106
- TO: ECON 4334 Transportation Economics**  
A "C" or better in both ECON 2105 and ECON 2106
- FROM: ECON 4335 Public Finance and Public Policy**  
ECON 2105 and ECON 2106
- TO: ECON 4335 Public Finance and Public Policy**  
A "C" or better in both ECON 2105 and ECON 2106
- FROM: ECON 4336 Industrialized Organization and Regulation**  
Junior Standing, ECON 2105 and ECON 2106
- TO: ECON 4336 Industrialized Organization and Regulation**  
Junior Standing; a "C" or better in both ECON 2105 and ECON 2106
- FROM: ECON 4431 International Economic Development**  
ECON 2105 and ECON 2106
- TO: ECON 4431 International Economic Development**  
A "C" or better in both ECON 2105 and ECON 2106
- FROM: ECON 4437/4437S Regional and Urban Economics**  
ECON 2106
- TO: ECON 4437/4437S Regional and Urban Economics**  
A "C" or better in ECON 2106
- FROM: REDV 3130 Introduction to Regional Economic Development**  
ECON 2105
- TO: REDV 3130 Introduction to Regional Economic Development**  
A "C" or better in ECON 2105
- FROM: REDV 4131 Applied Regional Analysis**  
BUSA 3131 and BUSA 3132, or comparable courses in quantitative methods

**TO: REDV 4131 Applied Regional Analysis**

A "C" or better in both BUSA 3131 and BUSA 3132 or comparable courses in quantitative methods

**FROM: REDV 4432 Rural Economic Development**

ECON 2106, BUSA 3131, REDV 3130 or permission of instructor

**TO: REDV 4432 Rural Economic Development**

A "C" or better in the following courses: ECON 2106, BUSA 3131, and REDV 3130; or permission of instructor

**DEPARTMENT OF INFORMATION SYSTEMS**

**Prerequisite Change**

**FROM: CISM 4130 Management Information Systems**

MGNT 3130, CISM 1110 and CISM 1120

**TO: CISM 4130 Management Information Systems**

A "C" or better in the following courses: MGNT 3130, CISM 1110 and CISM 1120

The above prerequisite changes from all the departments are requested in an effort to improve the quality of the College of Business Administration students.

Following an in-depth discussion, a Hazeldine/Graf motion to approve all of these prerequisite changes from the College of Business Administration was passed unanimously.

### **College Specific Academic Requirements Catalog Page**

Dr. Hazeldine presented this item for discussion. Several concerns were expressed regarding various parts of the proposed requirements. Following the discussion, the item was withdrawn from the agenda and will be presented at a future Undergraduate Committee meeting.

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

#### **CENTER FOR INTERNATIONAL STUDIES**

Mr. Mike Deal presented the following items for the Vice President for Academic Affairs.

#### **Proposal for Studies Abroad Program**

##### **Introduction to International Studies – Costa Rica**

This proposal was withdrawn and will be presented at the next meeting of the committee.

Dr. Bob Shanafelt presented the following proposal.

#### **Proposal for Studies Abroad Program**

##### **Understanding Modern South Africa/Understanding South African Hominids**

This program will take the traditional enrollment of the INTS 2130 course (I.S. majors and majors from Public Relations, Broadcasting, Journalism, Hotel and Restaurant Management, Child and Family Development, Nutrition, Sports Management, Recreation, and Justice Studies) and place them in an environment outside of the United States for learning about the world around them. As the vast majority of the students take INTS 2130 in lieu of an intermediate foreign language, this course will provide an educational and intellectual experience potentially unmatched in their undergraduate career.

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

### **INTERDISCIPLINARY STUDIES**

Dr. Rebecca Ziegler was present to discuss the following Selected Topics Announcement.

### **Selected Topics Announcement**

#### **IDS 3090 Practicum in Inventory Maintenance**

As the student helps to inventory the Georgia Southern University Art Department's slide collection, the student will learn the key concepts and skills involved in designing and maintaining an inventory database of any sort. This course will be beneficial to students interested in museums, archives, libraries, personnel record-keeping for businesses, warehousing and inventory for businesses, or information technology.

Following discussion on the course, it was suggested that the word "Database" be deleted from the title. This will decrease confusion with database courses offered by other departments. Dr. Ziegler agreed to the change in title.

ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY

Dr. Don Fausett presented the following items on behalf of the Allen E. Paulson College of Science and Technology.

### **DEPARTMENT OF GEOLOGY AND GEOGRAPHY**

#### **Title and Catalog Description**

##### **FROM: GEOG/AMST 5130 Historical Geography of North America**

Relationships of exploration, settlement and changing patterns of human occupancy in North America since 1600. Graduate students will complete an individual term project or special report.

##### **TO: GEOG/AMST 5130 Geography of North America**

Systematic regional treatment of Canada and the United States including the physical, cultural, and economic aspects of various sub-regions. Special attention will be paid to comparative themes such as resource development, trade, and migration. Graduate students will complete an individual term project or special report. Three credit hours.

This class has been redesigned as a regional survey in an effort to balance the number of regional and topical courses offered by the Department of Geology and Geography. Recent employment indicators suggest that graduates benefit significantly from increased training in regional studies as opposed to historical geography. Finally, the reformulated course more accurately reflects new faculty research expertise in Canada.

**FROM: GEOL 5141 Invertebrate Paleontology**

The morphology, classification and geologic significance of invertebrate fossils. Graduate students will complete an individual term project or special report. Prerequisite: GEOL 1121 and GEOL 1122, introductory biology or approval of instructor.

**TO: GEOL 5141 Paleontology**

This course covers the applications of paleontological methods to geologic problems. Major topics include: 1) the formation of fossils; 2) biostratigraphy; 3) fossil identification and classification; 4) biogeography; and 5) paleoclimatology. Labs utilize a diverse collection of fossils and a computer lab with paleontology software. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and GEOL 1122, introductory biology or approval of instructor. Four credit hours.

The class has been revised to more accurately reflect how geologists are currently practicing paleontology. The new description better reflects the current course and its emphasis. The course now focuses on methods, and how invertebrate and vertebrate fossils can be used to demonstrate these methods; therefore, the new course title is more generalized to reflect the use of both vertebrates and invertebrates in this course.

Catalog Description

**FROM: GEOL 1430 Dinosaurs, Extinctions, and Disasters**

A review of the dynamic processes of extinction, evolution, and climate in ancient animal assemblages. Particular attention will be paid to the unique terrestrial communities that were dominated by dinosaurs, mammoths, and other megafauna. We will focus on the effects of meteorite collisions, ice ages, and mass extinction events.

**TO: GEOL 1430 Dinosaurs, Extinctions, and Disasters**

An introduction to current controversies in the study of dinosaurs, including the discovery of feathered dinosaurs and the possible causes for their massive extinction. The course will also reveal the threats that asteroids and comets pose to Earth. Three credit hours.

The description was written in anticipation of employing a faculty member to teach this class. That faculty member was hired and has taught the class for several semesters. The new course description more accurately reflects the topics covered in the class than the current description.

A Rogers/Murray motion to approve the changes to these three courses was passed unanimously.



## **OTHER BUSINESS**

Ms. Barrs reminded committee members that the committee would not meet in December. The next meeting will be on Tuesday, January 27, 2004. There will be two meetings in January, with the agenda divided as equally as possible between the two days.

Dr. Michael Moore asked if there was any additional information regarding the number of seniors who have problems getting the classes they need each semester. Mr. Deal said that the Registrar's Office has not received any negative feedback from students indicating that they are having problems getting into the classes they need. Dr. Haney said this was a topic of discussion at the Deans' Council, and that the Deans were told to monitor this situation and report any problems.

Mr. Fred Smith asked about an update on the General Education Outcomes. Dr. Haney said that Deans Conway-Turner and Morrobel-Sosa are developing a questionnaire that will be representative of the entire campus. This is in conjunction with the review for reaffirmation by SACS.

## **ADJOURNMENT**

A Heaston/Hazeldine motion to adjourn was passed unanimously.

Respectfully submitted,

Faye Bacon  
Recording Secretary

*Approved by committee on 01/27/04*

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

Chair: Vaughn Vandegrift

February 24, 2004

1. Lisa Spence, IT Services, announced the IT services was in the process of coordinating campus audiovisual equipment and smart classrooms. She noted that plans were underway for an

online survey to assist in helping IT make sure it can better address the needs in smart classrooms. She then gave an update on the Groupwise migration, noting that meetings with departments have been conducted and that migration would begin March 1 with COBA.

2. Mike Deal, Registrar, provided Spring 2004 enrollment figures which showed an overall 2.68% increase in enrollment over Spring 2003. He provided a progress report on CAPP (Curriculum, Advising, and Program Planning) software, which must be implemented by December 2004 under the Board of Regents' deadline. Mr. Deal handed out the timetables for Spring and Fall 2004 registration, and announced upcoming events: Graduation Gala (March 9 and 10), Honors Day (April 7) and Commencement (May 1 at 9:00 a.m. Paulson Stadium).

3. Teresa Thompson, Admissions, discussed the upcoming Scholars' Day 2004 (February 27-28) and distributed a schedule for the event.

4. Jayne Perkins, Office of Strategic Research and Analysis, discussed the Report Card from the Office of Educational Accountability and the NESSE and FESSE surveys on faculty and student engagement.

5. Bob Haney reported for Kent Rittschof, Center for Excellence in Teaching, and announced the March 4 showcase of CET retreat participants. He also announced that Eric Hobson had accepted the position of Director of Teaching and Learning Initiatives, effective June 1.

Respectfully submitted,  
Richard Flynn  
Senate Librarian

## **Faculty Senate Librarian's Report**

**June 17, 2004**

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

### **ACADEMIC STANDARDS COMMITTEE**

Chair: William Levernier

The Academic Standards Committee met on May 7, 2004 and May 10, 2004 to consider appeals for early readmission for the Summer 2004 semester and to discuss two other issues. Present at the May 7 meeting were Mike Deal (Registrar's Office), Iris Durden (LIB), Bill Levernier (COBA), Michael Moore (COE), Connie Murphey (Financial Aid Office), Patricia Humphrey (COST), Wayne Smith (Registrar's Office), and Stuart Tedders (CHHS). Present at the May 10 meeting were Iris Durden (LIB), Bill Levernier (COBA), Connie Murphey (Financial Aid Office), Patricia Humphrey (COST), Laura Regassa (COST), Sonya Shepherd (LIB), and Wayne Smith (Registrar's Office).

The Academic Standards Committee also met on June 11, 2004 to consider appeals for early readmission for Summer 2004 – Term B. Present at the meeting were Patricia Humphrey (COST), Bill Levernier (COBA), Laura Regassa (COST), Candy Schille (CLASS), Wayne Smith (Registrar's Office), Rosemarie Stallworth-Clark (COE), and Stuart Tedders (CHHS).

At the May 7 meeting there were 41 appeals. Fourteen were either approved at the meeting or pre-approved under criteria previously established by the committee and 27 were denied by the committee. Thirteen of the denied appeals were further appealed to the Dean of the student's college for consideration. Seven of these were approved and six were denied.

At the May 10 meeting there were 34 appeals. Eleven were either approved at the meeting or pre-approved under criteria previously established by the committee and 22 were denied by the committee. Ten of the denied appeals were further appealed to the Dean of the student's college for consideration. Five of these were approved and five were denied.

At the June 11 meeting there were 10 appeals. Four were either approved at the meeting or pre-approved under criteria previously established by the committee and six were denied by the committee. Information is not yet available on the number of denied appeals that were further appealed to the Dean of the student's college for consideration.

At the May 7 meeting Bill Levernier informed the committee that Provost Vaughn Vandergrift requested that they provide him with feedback on proposed changes to the university's current policy regarding second majors. A draft of the proposal was distributed to the committee. The

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proposal was briefly discussed, but since a quorum was not present no vote was taken to approve the proposal or to recommend changes to the proposal. The committee also asked Connie Murphey, as Vice President Linda Bleiken's delegate on the committee, if she could obtain an explanation from Dr. Bleiken about why Georgia Southern wants to enroll/retain students who can only maintain their academic eligibility by having an adjusted GPA. (This question was raised at the previous meeting of the Academic Standards Committee).

At the May 10 meeting Dr. Levernier reminded the committee about the proposal regarding a second major, since some members attending the meeting were not present at the May 7 meeting. Since a quorum was still not present, no vote on the proposal was taken. Dr. Levernier indicated the committee will revisit the issue at one of its scheduled August meetings. Dr. Levernier also asked Connie Murphey to convey to Vice President Bleiken the committee's invitation for Dr. Bleiken to attend its scheduled August 13 meeting to discuss the university's adjusted GPA policy.

Respectfully submitted,  
William Levernier, Chair

## **ELECTIONS COMMITTEE**

Chair: Jim LoBue

*No Report Submitted.*

## **FACULTY WELFARE COMMITTEE**

Chair: Jean-Paul Carton

The FWC met on April 15 and April 29. The April 29 meeting was devoted to a discussion of Shared Governance with the Provost. Full reports of these meeting will appear in the next Librarian's report.

## **FACULTY DEVELOPMENT COMMITTEE**

Chair: Kathy Alberton

*Has not met since last Librarian's Report.*

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## **FACULTY SERVICE COMMITTEE**

Chair: Alice Hall

*No report submitted.*

## **FACULTY RESEARCH COMMITTEE**

Chair: David Alley

*Has not met since last Librarian's Report.*

## **GRADUATE COMMITTEE**

Chair: Richard Flynn

### **GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

### **GRADUATE COMMITTEE MINUTES**

April 20, 2004, Conference Room, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Bob Fernekes, LIB; Dr. Cindi Chance, Academic Affairs; Dr. Delores Liston, COE; Dr. Kathleen Comerford, CLASS; Dr. Jim Randall, COBA; Dr. David Stone, COST; Dr. Deborah Thomas, COE; Dr. Jim Harris, CIT; Dr. Bede Mitchell, LIB; Dr. Donna Hodnicki, CHHS; Dr. Daniel Gleason, COST;

Others:  
John R. Diebolt, COGS; Ms. Melanie C. Reddick, COGS

Dr.

Dr. Richard Flynn, Chair, called the meeting to order at 3:30 p.m.

#### **I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

#### **II. APPROVAL OF MINUTES**

Minutes of the March 24, 2004, Graduate Committee meeting were approved as written.

### III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

#### COLLEGE OF EDUCATION

##### Department of Curriculum, Foundations & Reading

###### Program Revisions

###### Revise the "Required Academic Standing" Policy – EDD Curriculum Studies

A cumulative GPA of at least 3.5 is required for a student to sit for the comprehensive examination, terminal examination, thesis or dissertation defense for the Ed.D. – Curriculum Studies.

Justification: This policy change will allow the Ed.D. in Curriculum Studies to match with a similar policy for the Ed.D. in Leadership. Also, it will further support the Two C exclusion policy approved last year and reinforce for our students that high grades are expected at the doctoral level.

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

###### New Course Proposals

###### EDLD 9234

###### Doctoral Seminar

Doctoral Seminar: This course explores the rationale for pursuing a doctorate in educational administration within the context of personal preferences, professional competencies and organizational politics. Students are provided an orientation to the doctoral program in educational administration in anticipation of the tremendous demand for performance. Students enhance group participation skills, professional writing competences, analytical ability within a structured collegial environment. The primary context for the course is the history of educational administration. Prerequisite(s): Admission to Advanced Doctoral Study. (3 Credit Hours)

Justification: This is a required course in Tier II (Core) of the doctoral program in Educational Administration. This course has been offered as a selected topics course and has been fully developed to become a permanent course in the graduate catalog. The course is required for the doctoral students who need a knowledge base concerning the history of educational administration. The course also explores the various components and complexities of the doctoral program.

###### EDLD 9235 Contemporary Issues in Educational Administration

Contemporary Issues in Educational Administration. This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to educational administration, particularly in their research area. At the other end the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and

ultimately in dissertation development. Prerequisite(s): Admission to Advanced Doctoral Study (Tier II). (3 credit hours)

Justification: This is a required course in Tier II (Core) of the doctoral program in educational administration. Advanced doctoral students have taken this course as a directed study but it needs to be a permanent course in the catalog. The course is a necessary component of the sequential nature of the doctoral core. It is necessary to assist the student in the development of research agendas for future dissertation involvement.

### **Program Revisions**

#### **Revise the Program of Study – EDD in Educational Administration**

Revise Program of Study to include two new courses: EDLD 9234 and EDLD 9235. Delete EDLD 7090 and EDLD 8830 from Program of Study requirements.

#### **Revise the MED and L-5 – Educational Leadership**

Add an additional admission requirement: Three years of teaching experience required prior to admission.

Justification: The program faculty believes that it is imperative that candidates for administrative certifications and degrees have actual classroom experience prior to admission. Without classroom experience, candidates will be limited in their ability to deal with the complex issues facing administrators today, including but not limited to, accountability, data-driven decision-making and student performance.

#### **Revise the Higher Education Administration strand in the MED in Educational Leadership**

Eliminate the MED comprehensive examination and substitute a professional portfolio

Justification: The program faculty believes that the portfolio more closely approximates the needs of these students as they acquire jobs in higher education. It gives them a real opportunity to demonstrate the competences required over the course of the program rather than presenting materials or repeating information at the end of their program. The portfolio will closely resemble portfolios used in other MED programs.

MOTION: Dr. Delores Liston motioned to approve the changes from the Department of Leadership, Technology & Human Development and the Department of Curriculum, Foundations & Reading. Dr. Deborah Thomas provided the second. The motion was passed.

## COLLEGE OF HEALTH & HUMAN SCIENCES

### **School of Nursing**

Redesignation of majors to Nurse Practitioner (NP) and Clinical Nurse Specialist (CNS) with concentrations of Family Nurse Practitioner (FNP) and Women's Health Nurse Practitioner (WHNP) in the NP major and Community Health (CH) in the CNS major (see Table below)

2.

Maintain current credit hours in each concentration with minimal curriculum changes that

include:

- a. *Changing the credit hour/clinical hour ratio from 1:4 to 1:6 in order to meet national standards. The resulting clinical hours for all concentrations fall within accepted national standards of 500-1000 hours.*
- b. *Combining the current theory and research course into one new course in the Graduate Core.*
- c. *Adding two new courses in the Advanced Practice Core titled "Epidemiology and Cultural Issues for Advanced Practice Nursing; one course will provide theory content and the other will provide clinical experience.*
- d. *Redesigning the Community Health concentration curriculum to meet current national content standards.*

*Note: No changes have been made to the total credit hours for any concentration. FNP, WHNP and CHCNS remains at 48, 46 and 36 total credits respectively.*

*Delivery format for graduate core, advanced practice core and entire CHCNS concentration is being changed from lecture-only to a combination of in-class lecture and asynchronous delivery using WebCT.*

*Plan for in-class lecture 5-6 weeks per semester with remaining content by WebCT delivery. Rationale-To increase availability of graduate education to full-time employed nurses and to meet increased requests for on-line availability of courses.*

**The Post-MSN Certificate options remain the same for Family Nurse Practitioner, Women's Health Nurse Practitioner. The Community Health CNS certificate will change in accord with the curriculum changes for the same degree.**

*Majors, Concentrations and Post-MSN Certificate Changes*

**Change  
From Current Status  
Rationale for Change**

*Major:  
Nurse Practitioner (NP)*

*Concentration:  
\*Family NP  
\*Women's Health NP*

*Major:  
Family Nurse Practitioner*

*Emphasis:  
Women's Health Nurse Practitioner*



·Major reflects national titling

·Concentration designation allows clear identification on transcript for family or women's health concentration.

Major:

Clinical Nurse Specialist

Concentration:

\*Community Health

Major:

Rural Community Health  
Nurse Specialist

·Major provides clear identification as Clinical Nurse Specialist for professional regulatory boards and accreditation agencies.

·Community Health CNS concentration reflects national certification exam.

Post-MSN Certificate

Title post-MSN option as Community Health Clinical Nurse Specialist.

Post-MSN Certificate:

\*Family Nurse Practitioner

\*Women's Health Nurse  
Practitioner

\*Rural Community Health  
Nurse Specialist

■ FNP and WHNP without change

■ Change provides clear identification for professional regulatory boards, accreditation agencies and national certification exam.

**Course Deletions**

**NURS 6121                    Theory for Advanced Practice Nursing**

Justification:            Course replaced by new course NURS 6140

**NURS 6132                    Nursing Research**

Justification:            Course replaced by new course NURS 6140

**NURS 5240                    Advanced Health Assessment Across the Life Span**

Justification:    Course 5240 is being renamed due to split of content into separate didactic (NURS 5230) and clinical courses (NURS 5210).

**NURS 7221                    Primary Care Clinical 1: Women's Health**

Justification:    Course 7221 is being replaced by NURS 7224 due to content and contact hour change from 4:1 to 6:1.

**NURS 7223                    Primary Care Clinical 2: Pediatrics**

Justification:    Course 7223 is being replaced by NURS 7225 due to contact hour change from 4:1 to 6:1.

**NURS 7224                    Primary Care Clinical 3: Adult**

Justification:    Course 7244 is being replaced by NURS 7234 due to credit hour change and contact hour change from 4:1 to 6:1.

**NURS 7740                    Primary Care Practicum: FNP**

Justification:    Course 7740 is being replaced by NURS 7730 due to credit hour change and contact hour change from 4:1 to 6:1.

**NURS 7332                    Women's Health Clinical 2**

Justification:    Course 7332 is being replaced by NURS 7322 due to credit hour change and contact hour change from 4:1 to 6:1.

**NURS 7351                    Women's Health Clinical 3**

Justification:    Course 7351 is being replaced by NURS 7342 due to credit hour change and contact hour change from 4:1 to 6:1.

**NURS 7431                    Leadership in Community**

Justification:            Deleted due to curriculum revisions-content redistributed.

**NURS 7433                    Costing Out Health Care**

Justification: Deleted due to curriculum revisions-content redistributed.

**NURS 7434 Health Program Planning & Evaluation**

Justification: Deleted due to curriculum revisions-content redistributed.

**NURS 7435 Care of Vulnerable Populations 1**

Justification: Deleted due to curriculum revisions-content redistributed.

**NURS 7441 Care of Vulnerable Populations 2**

Justification: Deleted due to curriculum revisions-content redistributed.

**NURS 7741 RCHNS Practicum**

Justification: Deleted due to curriculum revisions-content redistributed.

MOTION: Dr. Jim Randall motioned to approve these course deletions from the School of Nursing. Dr. Kathleen Comerford provided the second. The motion was passed.

**New Course Proposals**

**School of Nursing**

**NURS 6220 Epidemiology and Transcultural Cultural Issues for APN**

Course provides introduction to the principles of epidemiology and transcultural healthcare competence as applied to patient populations served by advanced practice nurses (APN). Emphasis is placed on preparing APNs to utilize the principles of epidemiology to assist vulnerable populations in achieving a higher level of wellness within their cultural and environmental contexts. Co requisite: NURS 6211.

Justification: New course required for curriculum revision of major.

**NURS 6211 Epidemiology and Transcultural Issues Clinical for APN**

Course requires the application of the principles of epidemiology and transcultural healthcare to patient populations served by advanced practice nurses (APN). A total of 90 hours will provide experiences in assessing and planning interventions for selected vulnerable populations to achieve higher levels of wellness within their cultural and environmental contexts. Co requisite: NURS 6220.

Justification: New course required for curriculum revision of major.

**NURS 6140 Applied Theory and Research for APN**

Course synthesizes the application of theory and research to utilize evidence-based practice in the APN role. Evolution of nursing theory and nursing science; critical analysis, synthesis and critique of nursing theory and research; quantitative and qualitative methodologies; and theory to practice linkages are emphasized. Theory-driven research focusing on the evaluation of outcomes applicable to nursing

practice, and critical review of literature on evidence-based practice are included. Course is designed to prepare informed consumers of health care research and beginning nurse scientists. The importance of the advancement of nursing science and of the ethical conduct of nursing research are incorporated throughout the course. Prerequisite: Undergraduate statistics.

Justification: Course is required and replaces NURS 6121 and NURS 6132 with change in total credits.

### **NURS 5230G Lifespan Advanced Health Assessment for APN**

The health assessment course builds on basic assessment to evaluate persons across the life span within a transcultural context. Principles and techniques necessary to complete a total health history, developmental assessment, nutritional evaluation, physical examination and documentation of findings to form a data base on the individual, pregnant female and newborn are included. Recognition of pathological signs and symptoms associated with illness and the assessment of health promotion needs are emphasized. Selected diagnostic procedures are covered. Students taking course for graduate credit will complete additional assignments. Co requisite: NURS 5210G.

Justification: Course required. Replaces 5240 with didactic and clinical separated.

### **NURS 5210G Lifespan Advanced Health Assessment Clinical**

This lifespan advanced health assessment clinical course requires the application of concepts and skills learned in NURS 5230G. Group discussions provide the opportunity for learning synthesis. 90 clinical hours are required in settings, which provide experience for health, developmental and diagnostic assessments; and histories and physical examinations of adults, pregnant women, children and newborns. On-campus seminar and laboratory practice and off-campus experiences in ambulatory settings with laboratory facilities serving diverse populations is required. Students taking course for graduate credit will complete additional assignments. Co requisite: NURS 5230G.

Justification: Course required. Replaces 5240 with separate didactic and clinical course.

### **NURS 7224 Primary Care Clinical 1: Women's Health**

This course requires the application of theoretical concepts relative to the provision of health care to the female client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family and community. A total of 180 hours of clinical experience in a primary care obstetrical/gynecological setting providing care to women experiencing reproductive or lifestyle concerns and pregnancy or gynecological conditions is required. Prerequisites: NURS 5230G, 5210G, 6134; Corequisite: NURS 6135, 7231.

Justification: Course required and replaces NURS 7223 due to content and contact hour change.

### **NURS 7225 Primary Care Clinical 2: Pediatric Health**

This course requires the application of theoretical concepts relative to the provision of health care to the pediatric client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family

and community. A total of 180 hours of clinical experience in pediatric ambulatory primary care setting providing care to the pediatric population is required. Corequisite: NURS 7233. Prerequisites: NURS 5230G, 5210G, 6134, 6135.

Justification: This course replaces NURS 7223 due to contact hour change from 4:1 to 6:1.

**NURS 7234 Primary Care Clinical 3: Adult Health**

This course requires the application of theoretical concepts relative to the provision of health care to the adult and older client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family and community. A total of 180 hours of clinical experience in a rural/urban ambulatory primary care setting providing care to the adult and older population is required. Prerequisites: NURS 5230G, 5210G, 6134, 6135. Corequisite: NURS 7243.

Justification: Course required and replaces NURS 7244 due to credit and contact hour change.

**NURS 7730 Primary Care Capstone: FNP**

This FNP capstone course provides 90 hours of clinical experiences in a variety of rural/urban ambulatory health care settings to allow synthesis and application of theoretical, evidenced-based research and clinical knowledge gained in required courses. Emphasis is placed on the provision of care by the APN to persons across the life span within a transcultural and health promotion framework. Group discussions will provide an opportunity for capstone learning synthesis of the FNP role. All courses must be completed with the exception of an elected thesis.

Justification: Course replaces 7740 due to credit hour change and contact hour change from 4:1 to 6:1.

**NURS 7322 Women's Health Clinical 2: Advanced OB**

This course requires the application of theoretical concepts relative to the provision of health care to the woman with a normal or high-risk pregnancy within the scope of practice of the women's health nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family and community. A total of 180 hours of clinical experience in a rural/urban obstetrical setting is required. Co requisite: NURS 7331. Prerequisites: NURS 5230G, 5210G, 6134, 6135, 7231, 7224.

Justification: Course required and replaces NURS 7332 due to credit hour and contact hour change.

**NURS 7342 Women's Health Clinical 3: Gyn/Primary Care**

This course requires the application of theoretical concepts relative to the provision of health care to the woman with a gynecological or primary care problem within the scope of practice of the women's health nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family and community. A total of 270 hours of clinical experience in a rural/urban gynecological/primary care

setting is required. Corequisite: NURS 7341. Prerequisites: NURS 5230G, 5210G, 6134, 6135, 7231, 7224.

Justification: Course required and replaces NURS 7351 due to credit and contact hour change.

**NURS 7520 Community Health 1**

Course emphasizes application of theory, evidenced-based practice and clinical knowledge in the assessment, design, and evaluation of culturally competent, effective health care provided within systems to meet the needs of individuals, families, groups, and communities within a health promotion framework. Concurrent: NURS 7511. Prerequisites: NURS 5230G, 5210G, 6134, 6135.

Justification: Course required to support major in curriculum redesign.

**NURS 7511 Community Health Clinical 1**

Course requires 90 hours of experience with a preceptor to apply theory, evidenced-based practice and clinical knowledge in the development of culturally competent, effective care to improve the health of a selected population within a community. Population assessment; health care issues identification; and the development, implementation and evaluation of intervention strategies will be addressed. Concurrent: NURS 7520.

Justification: Course required for major.

**NURS 7530 Community Health 2**

Course emphasizes application of theory and research applicable to the development of leadership skills within the context of community. Course includes program planning and evaluation; resource management to include budgeting, funding, and grant writing; strategic planning and decision making; and the CNS role as advocate, change agent and consultant. Co requisite: NURS 7521. NURS 5230G, 5210G, 6134, 6135

Justification: Redesign of curriculum to support major.

**NURS 7521 Community Health Clinical 2**

Course requires 180 hours of experience with preceptor to develop leadership skills within the context of community. Experiences will include program planning and evaluation; resource management to include budgeting, funding, and grant writing; strategic planning and decision making; and the CNS role as advocate and change agent. Concurrent NURS 7530. NURS 5230G, 5210G, 6134, 6135.

Justification: Course required and provides for application of knowledge from NURS 7530.

**NURS 7731 CNS Capstone: Community Health**

CHCNS capstone course provides 180 hours of experience in a setting that supports synthesis and applications of theory and evidenced-based practice knowledge gained in required courses.

*Emphasis is placed on the development and evaluation of systems, which provide care to a community within a transcultural and health promotion framework. Group discussions will provide an opportunity for capstone learning synthesis of the community health CNS role. All courses must be completed with the exception of an elected thesis.*

Justification: Course required to support major.

MOTION: Dr. Jim Randall motioned to approve these new course proposals from the School of Nursing. Dr. Kathleen Comerford provided the second. The motion was passed.

#### **IV. OLD BUSINESS**

*Dr. Richard Flynn discussed the status of the campus-wide email announcement from the Office of the Registrar regarding the web posting of the Graduate Committee Agenda Items as discussed in the October 23, 2003 Graduate Committee meeting\* (in bold from October 23, 2003 Graduate Committee minutes). Discussion indicated the Registrar had agreed to consider this and implement it soon.*

*\*The Graduate Committee suggested to the Registrar that a campus-wide announcement be emailed from the Registrar's Office calling to their attention to posted Agenda items for upcoming Graduate Committee meetings. The Registrar's Office indicated that they were considering this and expected to implement the email announcement soon.*

#### **V. NEW BUSINESS**

*Dr. Charles Hardy discussed the implementation of on-line invoicing for student fees and the new deadlines for payment of fees by students.*

#### **VI. ANNOUNCEMENTS**

#### **VII. ADJOURNMENT**

*There being no further business, Dr. Jim Randall motioned that the meeting be adjourned. Dr. Donna Hodnicki seconded the motion. It was passed. The meeting was adjourned at 4:42 pm.*

*Respectfully submitted,*

*Melanie C. Reddick  
Senior Secretary*

### **LIBRARY COMMITTEE**

*Chair: Robert Costomiris*

*No report submitted.*

## ***UNDERGRADUATE COMMITTEE***

*Chair: Sharon Barrs*

**UNDERGRADUATE COMMITTEE  
MINUTES OF APRIL 21, 2004 MEETING  
3:00 p.m.  
Russell Union, Room 2048**

Present: Ms. Sharon Barrs; Dr. Helen Graf; Dr. Mary Hadley; Dr. Mary Hazeldine; Dr. Amy Heaston; Dr. LiLi Li; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. John Murray; Dr. Virginia Richards (for Dr. Carol Cornwell); Ms. Camille Rogers; Dr. Donna Saye (for Ms. Cynthia Sikes); Mr. Fred Smith; Dr. Bob Haney. Visitors: Dr. Nancy Shumaker; Mr. Wayne Smith; Mr. Mike Deal

Ms. Sharon Barrs, Chair, called the meeting to order at 3:03 p.m.

### VICE PRESIDENT FOR ACADEMIC AFFAIRS

### CENTER FOR INTERNATIONAL STUDIES

Dr. Nancy Shumaker, Director of the Center for International Studies, explained the successes of the Model United Nations programs. She then presented the following Selected Topics Announcement for a course which will be a pre-requisite to the Model UN (INTS 4730) class and should further enhance the Model UN program.

#### Selected Topics Announcement

INTS 3090 Introduction to the United Nations

The preamble to the Charter of the United Nations identifies several ambitious goals which framed the establishment of this international organization, including a desire “to save succeeding generations from the scourge of war” and to promote fundamental human rights, social progress, and economic development. Contemporary supporters of the UN continue to view it as the institutional



embodiment of these idealistic goals and the primary hope for maintaining world peace and securing greater global justice. Conversely, realist scholars of international relations argue that the organization merely represents power politics in another form, often pointing to the organization structure of the United Nations Security Council, which clearly reflects the post-World War II balance of power. Some critics of the organization within the United States contend that the UN is nothing more than a bloated global Bureaucracy, which often acts inimically to U.S. national interests. In this course, students will be introduced to the concepts of international organizations and the part that they play today in international politics. Specifically, we will examine the United Nations, its structure and function, its failures and successes, and what the future holds for this organization.

#### Proposal for Studies Abroad Program

Study Abroad Program to Senegal, The Gambia, Guinea, & Sierra Leone

Dr. Shumaker asked that this proposal be withdrawn from consideration at this time.

#### COLLEGE OF HEALTH AND HUMAN SCIENCES

#### DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES

Dr. Virginia Richards distributed a review curriculum form for the following Selected Topics Announcement, which was presented for information only.

#### Selected Topics Announcement

##### RECR 4830 Football in American Culture

This course is designed for the general student to gain an understanding of the past and present role of football in American culture and society in general with additional focus on Southern popular culture in particular. The course focuses on the development of college, professional and high school football over the past 120 years and contemporary issues in football culture are analyzed such as debates over racial symbols and mascots, the question of professionalizing division one college football, and tailgating and televisual football cultures. The development of football in American popular culture has coincided with the rise of mass communications and football has become the most popular spectator sport in American society from middle school through to the professional level. In addition, football can be seen as the game that best exemplifies the dynamic and competitive nature of American society. Values and concepts promoted in

football have appeared in wider society and values from wider society have helped shape football and football culture.

## OTHER BUSINESS

### Revised Curriculum Forms

Each of the revised curriculum forms were presented for discussion. Several errors in the forms were pointed out and it was requested that the Registrar's Office have these corrected on the web site so that the forms may be used.

### Revised WEB Page

A copy of the revised web page for the Undergraduate Committee was reviewed. Ms. Barrs asked that the staff in the Registrar's Office responsible for the improvement of the site be thanked for their work.

### Tentative Schedule for 2004-2005

A tentative schedule for 2004-2005 was presented for discussion. There was a discussion on how to balance the November and January meetings. It was requested that a February meeting be added to the schedule. It was also noted that there should be a comment added to the schedule that the January 26 meeting will be the last meeting for approval of items to be included in the 2005-2006 catalog.

## ADJOURNMENT

A Heaston/Hazeldine motion to adjourn the meeting was passed unanimously. Hearing no objections, the chair adjourned the meeting at 3:40 p.m.

Respectfully submitted,

Faye Bacon  
Recording Secretary

**UNDERGRADUATE COMMITTEE  
MINUTES OF MAY 25, 2004 MEETING  
3:00 p.m.  
Russell Union, Room 2048**

**Present:** Ms. Sharon Barrs; Dr. Tom Case (for Dr. Ron MacKinnon); Ms. Shri Davis (SGA); Dr. Helen Graf; Dr. Mary Hadley; Dr. Bob Haney; Dr. Mary Hazeldine; Dr. Amy Heaston; Dr. Michael Moore; Dr. John Murray; Dr. Virginia Richards (for Dr. Carol Cornwell); Ms. Cynthia Sikes; Mr. Fred Smith. **Visitors:** Dr. Kate Conway-Turner; Mr. Mike Deal; Dr. Olivia Edenfield; Dr. Donna Saye.

Ms. Sharon Barrs, Chair, called the meeting to order at 3:07 p.m.

## **COLLEGE OF INFORMATION TECHNOLOGY**

Dr. Tom Case presented the following agenda items for the Department of Information Technology.

### **DEPARTMENT OF INFORMATION TECHNOLOGY**

#### **Revision of Second Discipline**

**Change Multimedia for Information Technology Second Discipline as follows:**

**Add COMM 2332 to Required Courses**

**Move BRCT 3335 from Required Courses to Elective Courses**

The faculty believes that adding this Communication Arts course to the required courses will help students achieve better grades.

An error on the program page was pointed out, with the request that it be changed, namely "Department of Communications Arts & School of Technology" to "Department of Communication Arts & School of Technology."

Add COMM 1110 to Recommended Core Courses for B.S. in Information Technology Majors

**FROM: MATH 1232 – Survey of Calculus (Area A) (3)**

**STAT 2231 – Introduction to Statistics I (Area D) (3)**

**TO: MATH 1232 – Survey of Calculus (Area A) (3)**

**COMM 1110 – Principles of Public Speaking (Area C) (3)**

**STAT 2231 – Introduction to Statistics I (Area D) (3)**

The faculty of IT feels that the addition of this course will help students with their communication skills, and therefore to making better grades.



**Prerequisite Change**

**FROM: IT 3131 Web Applications Design & Development**  
A "C" or better in IT 1430 and CISM 2230.

**TO: IT 3131 Web Applications Design & Development**  
A "C" or better in CISM 2230, IT 1130, and IT 1430.

In order to successfully complete IT 3131, some prior knowledge of databases is needed. The basic introduction given to databases and Access in IT 1130 will provide students with the skills necessary to complete IT 3131.

**Revision to Information Systems/Information Technology Minor**

**FROM:**

**Prerequisites for the Minor Program Courses:**

**CSCI 1236 – Introduction to Java Programming (3)**

**IT 1031 – Introduction to IT (3)**

**IT 1012 – Web Page Development (1)**

**Upper Division (15 hours):**

**CISM 3134 – Data Communications (3)**

**CISM 3135 – Systems Analysis and Design (3)**

**CISM 4134 – Data Management (3)**

**IT 3131 – Web Applications Design and Development (3)**

**IT 3234 – Software Acquisition, Integration, and Implementation (3)**

**TO:**

**Prerequisites for the Minor Program Courses (9 hours):**

**CSCI 1236 – Introduction to Java Programming (3)**

**IT 1130 – Introduction to IT (3) or CISM 2530 – Advanced Business Applications (3)**

**IT 1430 – Web Page Development (3)**

**Required Courses (15 hours): (NOTE: This was proposed as "Upper Division" but changed because CISM 2230 is not an upper division course.)**

**CISM 2230 – Advanced Java (3)**

**CISM 3135 – Systems Analysis and Design (3)**

**CISM 4134 – Database Management (3)**

**IT 3131 – Web Applications Design and Development (3) or CISM 3236 – Web Database Development (3)**

**IT 3234 – Software Acquisition, Integration, and Implementation (3)**

These changes are requested to correct course number and title changes and to delete CISM 3134 from Upper Division and add CISM 2230 to Required Courses.

A Hazeldine/Sikes motion to approve these changes for the Department of Information Technology, with the corrections and changes as noted, was passed unanimously.

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

Ms. Barrs requested that the agenda be amended to allow the addendum (Deletion of BSiet degree) and the "Other Business" item of MATH 1232 to be handled at this time in order to complete all items from the Allen E. Paulson College of Science and Technology.

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

### **DEPARTMENT OF BIOLOGY**

#### **Selection Topics Announcements**

**BIOL 5099 Aquatic Ecology**

**BIOL 5099 Physiological Ecology**

**BIOL 5099 Plant Diversity**

These were presented as "information only" items.

### **DEPARTMENT OF MATHEMATICAL SCIENCES**

#### **Number and Course Description**

**FROM: MATH 3331 Analysis I**

Introduction to the fundamental concept in real analysis such as limits, continuity, differentiability, convergence, sequences, series and integrability. Prerequisites: MATH 2243 and MATH 2332.

**TO: MATH 5331 Analysis I**

Provides a transition from calculus to real analysis. Emphasis will be placed on understanding and constructing mathematical proofs. Rigorous development of

fundamental concepts in analysis, including topics such as relations, functions, limits of functions, cardinality, topology of the reals, completeness axiom, compact sets, sequences, subsequence, continuity and differentiability. Prerequisites: MATH 2243 and MATH 2332. Three credit hours.

The current number of this course does not reflect the actual level of the material; most students take it in their senior year, and some first-year graduate students (especially those who do not have an undergraduate degree in mathematics) also take the course. The change in catalog description is needed so that the description will accurately reflect the material covered in the course.

### **Catalog Description and Prerequisite**

**FROM: MATH 5332 Analysis II**

Continuation of the study of the fundamental concepts of real analysis, such as continuity, differentiation and integrability in Euclidean n-space. Metric spaces. Function spaces. Prerequisite: MATH 3331.

**TO: MATH 5332 Analysis II**

This is a continuation of Analysis I, including topics such as Riemann integration, infinite series, sequences and series of functions, metric spaces, and normed spaces. Prerequisite: MATH 5331. Three credit hours.

Revised catalog description reflects material actually being covered in this course. The change in prerequisite reflects a change in the number of the prerequisite course.

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

### **SCHOOL OF TECHNOLOGY**

#### **Credit Hour Change**

**FROM: TMET 4090 Selected Topics in Mechanical Engineering Technology**  
Credit hours: 1-6.

**TO: TMET 4090 Selected Topics in Mechanical Engineering Technology**  
Credit hours: 1-6 (to include lab hours)

This request is made to increase the diversity of the course by adding the laboratory "hands-on" component. Most MET courses have laboratory sessions associated with them, so when we use this special topic course for a new course trial or a once only offering of a current topic, the ability to offer lecture alone, laboratory alone, or a combination of lecture and laboratory is necessary.

#### **Course Deletions**

**TEET 2412 Digital Circuits Laboratory**

**TEET 3312 Rotating Machines Laboratory**

**TEET 3314 Electrical Distribution systems Laboratory**

**TEET 3512 Programmable Controllers Laboratory**



These courses are being deleted because the laboratory activities are being consolidated with the corresponding lecture courses.

**Number, Catalog Description, Prerequisites, Credit Hours**

**FROM: TEET 2133 Circuit Analysis I**

An introduction to basic circuit analysis, including DC and AC Circuits, network theorems, and Kirchhoff's Laws. Prerequisites: MATH 2242 and TENS 2136. Co-requisite: TEET 2114.

**TO: TEET 2143 Circuit Analysis I**

An introduction to basic circuit analysis including DC and AC Circuits, network theorems, and Kirchhoff's Laws. Laboratory activities in support of instruction. Prerequisites: TEET 2146, MATH 1441. Four credit hours.

**FROM: TEET 2431 Digital Circuits**

A study of basic asynchronous and synchronous logic circuits. Topics include logic functions, Boolean operations, logic families, combinational logic, flip-flops, counters, registers, and memory systems. Prerequisite: TENS 2136. Co-requisite: TENS 2146.

**TO: TEET 2441 Digital Circuits**

A study of basic asynchronous and synchronous logic circuits. Topics include logic functions, Boolean operations, logic families, combinational logic, flip-flops, counters, registers, and memory systems. Also includes laboratory activities in support of instruction. Prerequisite: TENS 2146. 4 credit hours.

**FROM: TEET 3135 Circuit Analysis II**

Circuit Analysis II is a continuation of Circuit Analysis I. Topics include AC Power, Polyphase Circuits, Transformers, Resonant Circuits, Laplace Transforms in Circuit Analysis, Transfer Functions, Fourier Analysis. Prerequisite: TEET 2133. Co-requisite: TEET 3116.

**TO: TEET 3145 Circuit Analysis II**

Circuit Analysis II is a continuation of Circuit Analysis I. Topics include AC Power, Polyphase Circuits, Transformers, Resonant Circuits, Laplace Transforms in Circuit Analysis, Transfer Functions, Fourier Analysis. Laboratory activities in support of instruction. Prerequisites: TEET 2143, MATH 2242. 4 credit hours.

**FROM: TEET 3331 Rotating Machinery**

DC and AC (single and polyphase) motors and generators, energy converters and transformers. Prerequisite: TEET 3135. Co-requisite: TEET 3312.

**TO: TEET 3341 Rotating Machinery**

DC and AC (single and polyphase) motors and generators, energy converters and transformers. Also includes laboratory activities in support of instruction. Prerequisite: TEET 3145. 4 credit hours.

**FROM: TEET 3333 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. Prerequisite: TEET 3135. Co-requisite: TEET 3314.

**TO: 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. Prerequisite: TEET 3145. 4 credit hours.

**FROM: TEET 3531 Programmable Logic Controllers**

A study of sequential programmable logic controllers (PLCs) as applied to industrial processes with emphasis on ladder diagrams, input/output devices, application programming design of beginning through advanced functions, systems and networking. Prerequisites: TENS 2136 and TENS 2116. Co-requisite: TEET 3512.

**TO: TEET 3541 Programmable Logic Controllers**

A study of sequential programmable logic controllers (PLCs) as applied to industrial processes with emphasis on ladder diagrams, input/output devices, application programming design of beginning through advanced functions, systems and networking. Also includes laboratory activities in support of instruction. Prerequisite: TENS 2146. 4 credit hours.

These courses combine the lab components with the lecture components, which are presently offered separately. Combining these components will facilitate scheduling, advisement, registration, and grading.

A Moore/Graf motion to approve these changes for the School of Technology was passed unanimously.

**Deletion of B.S. in Industrial Engineering Technology**

**The School of Technology has requested that the Bachelor of Science in Industrial Engineering Technology (B.S.I.E.T.) degree be eliminated due to the low enrollment in the program. The program description should no longer appear in the Georgia Southern University catalog. The deletion will not cause a loss in numbers of students or faculty in COST. Students in the program are to be absorbed into similar degree programs, and faculty will continue to teach classes**

**in the School of Technology. The School of Technology requests that this action be retroactive to the 2003-2004 academic year.**

This request is made mainly for "housekeeping" purposes. The preliminary steps to eliminate this degree program were accomplished in 2003 but the process was never completed through all the proper channels. The School is now asking that the process be completed through the appropriate levels at Georgia Southern and then be forwarded to the Board of Regents for formal approval for deletion of the degree.

A Heaston/Graf motion to approve this degree deletion was passed unanimously.

#### **Addition of MATH 1232 to Area A of Core Curriculum**

**The Department of Mathematical Sciences is requesting that MATH 1232, Survey of Calculus, be included as one of the mathematics courses that could be chosen to satisfy the three hour Mathematics requirement for Area A of the Core Curriculum Course Requirements. It will also remain a choice in Area D of the Core.**

According to old records, the course equivalent prior to semester conversion (MATH 155) was one of the course choices for meeting the five-hour mathematics requirement in the Area for Mathematics and Natural Sciences (Area II). After the initial conversion to semester system, only MATH 1111, MATH 1113, and MATH 1441 were listed in Area A, with MATH 1101 and MATH 1112 added at later times.

A Sikes/Murray motion to approve the addition of MATH 1232 to Area A of the Core Curriculum was passed unanimously. Dr. Haney said that the motion should include the statement "Pending approval by the Council on General Education." This was approved.

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

Dr. Kate Conway-Turner presented the following agenda item from the Department of History.

#### **DEPARTMENT OF HISTORY**

##### **New Course**

**HIST 4030 Directed Study in History**

Independent study with topics varying by professor. 3 credit hours.

The Department of History currently uses the HIST 3030, Selected Topics, rubric for students engaged in independent study. Creating a separate course for directed study will make clearer distinctions between actual "Selected Topics" courses taught as full-size classes and independent study.

A Moore/Smith motion to approve this new course in History passed unanimously.

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

Dr. Virginia Richards presented the following agenda item on behalf of the College of Health and Human Sciences.

### **DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**

#### **Course Number and Credit Hours**

**FROM: FACS 3035 Teaching Family & Consumer Sciences**  
3 credit hours

**TO: FACS 3025 Teaching Family & Consumer Sciences**  
2 credit hours

The request is made in order to comply with changes in the Professional Education Block in the College of Education.

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

## **OTHER BUSINESS**

### **Revised 2004-2005 Schedule of Meetings**

For information only, a revised copy of the schedule of meetings for the Undergraduate Committee for the 2004-2005 academic year was distributed to each person present at the meeting. This updated copy included the meeting for February 2005, which was inadvertently omitted from the tentative schedule. It also included the statement with asterisks to indicate the last meeting to include items in the new catalog. This new schedule of meetings will be posted on the Undergraduate Committee web page.

### **General Education Outcomes**

Dr. Kate Conway-Turner presented the results of the General Education Outcomes review of the core curriculum courses. The committee compiled a document listing each course in the core and the results of the review for each course. There followed a period of questions and discussion. This item was presented for information only and did not require action by the Undergraduate Committee. A copy of the complete document is inserted at the end of these minutes.

### **April Faculty Senate Meeting**

Ms. Barrs had two items for discussion resulting from the April meeting of the Faculty Senate. The first item was the question from Dr. Clara Krug regarding the difference in the change in the upper division courses in Spanish, German and French, which were approved at the November 18 meeting of the Undergraduate Committee. The Spanish and German hours moved from 27 to 30 but the French moved from 21 to 24. Dr. Krug wanted to know why. The French program has two specific required courses (6 hours) listed under the upper division courses and the Spanish and German programs do not. When the six hours are added to the 24 in French, the total (30) is the same as the Spanish and German programs.

The second question was another from Dr. Krug regarding the statement, "As the vast majority of students take INTS 2130 in lieu of an intermediate foreign language, this course will provide an educational and intellectual experience potentially unmatched in their undergraduate career." The Foreign Language Department feels that this is an overstatement.

Ms. Barrs discussed both of these issues with Dr. Krug. The committee voted to leave the actions as they were presented to the Faculty Senate.

### **Approval of Committee Minutes**

Ms. Barrs reminded the committee members that the minutes of the meetings are now being approved electronically, and to please respond in a timely manner to the request for approval.

### **Thank You!**

Ms. Barrs thanked the members of the committee, the substitutes, the presenters, and Mr. Deal and Ms. Bacon for all their excellent work during this past year. This is Ms. Barrs' last meeting as a member of the committee, and she expressed appreciation to each one for helping to make the year a very successful one.

Dr. Bob Haney made a motion, seconded by Cynthia Sikes, that the committee members express appreciation to Ms. Barrs, Mr. Deal, and Ms. Bacon for all their excellent work and leadership throughout the past year. The members unanimously approved this motion.

### **ADJOURNMENT**

Faculty Senate Librarian's Report, June 17, 2004

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With no further business to come before the committee, a Heaston/Smith motion to adjourn the final meeting of the 2003-2004 year was passed unanimously.

Respectfully submitted,

Faye Bacon  
Recording Secretary



**CORE CURRICULUM**  
(Revised May 18, 2004)  
**GEORGIA SOUTHERN UNIVERSITY**

**Area A - Essential Skills (9 semester hours)**

*Georgia Southern University Guidelines, intent, and rationale:* A minimum grade of C will be required in all Area A courses. Students must complete Area A in its entirety to achieve sophomore standing. A range of course options will be available for students who arrive at Georgia Southern with strengths in Essential Skills areas. Students should develop a discipline for learning through course contents, methods, and applications.

Course Title and Description - Credits	GSU General Education Outcomes Linked	University System Core Principles Addressed	Review
<p><b>ENGL 1101 Composition I</b> <b>3 hours</b> A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. (System number and description)</p>	All	1, 2, 4, 5, 6, 9, 10	Reaffirmed 03-04
<p><b>ENGL 1102 Composition II</b> <b>3 hours</b> A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. Prerequisite: A minimum grade of "C" in ENGL 1101 or equivalent <u>and evidence that the Regents' Exam was taken [while enrolled in ENGL 1101.]</u> (System number and description)</p>	All	1, 2, 4, 5, 6, 9, 10	Modified 03-04
<p><b><u>MATH 1101 Introduction to Math Modeling</u></b> (Not a prerequisite for MATH 1112 or MATH 1113) <b>3 hours</b> <u>Mathematical modeling using graphical,</u></p>	<u>1, 2, 3, 4, 7, 10</u>	<u>1, 5, 6, 7, 8, 9, 10</u>	Modified 03-04

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<p><u>numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The investigation and analysis of applied problems and questions, and effective communication of quantitative concepts and results. Topics include: linear, quadratic, polynomial, exponential and logarithmic models of real-world phenomena. Prerequisite: Two years of high school algebra or equivalent.</u></p> <p style="text-align: right;"><b>OR</b></p>			
<p><b>MATH 1111 College Algebra</b> <b>3 hours</b> A functional approach to algebra that incorporates mathematical modeling of real data, business applications, and use of appropriate technology. Emphasis will be placed on the study of linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. (<i>System number and description</i>)</p> <p><b>OR</b></p>	<p>1, 2, 3, 4, 7, 10</p>	<p>1, 5, 6, 7, 8, 9, 10</p>	<p>Reaffirmed 03-04</p>
<p><b>MATH 1112 Trigonometry 3 hours</b> <u>Circular functions, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions. Law of Sines, Law of Cosines, applications, vectors, complex numbers, Euler's formula, DeMoivre's theorem, and conic sections.</u></p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>
<p>MATH 1113 Pre-Calculus 3 4 hours <b>Emphasizes trigonometric functions and concepts and will include a review of selected topics from algebra including systems of equations and matrix algebra. The graphing calculator will be incorporated throughout the course.</b></p> <p style="text-align: center;"><b>OR</b></p>	<p><b>1, 2, 3, 4, 7, 10</b></p>	<p><b>1, 5, 6, 7, 8, 9, 10</b></p>	<p><b>Modified 03-04</b></p>

<p><i>(System number and description)</i></p> <p><b>(Approved for majors in Architecture, Biology, Mathematics, Chemistry, Computer Science, Engineering Technology, Physics, Physical Therapy)</b></p>			
<p><b>MATH 1441 Calculus I</b>  <b>4 hours</b>                  This is the first of a sequence of courses, that presents a unified treatment of the differential and integral calculus. Topics include: limits, continuity, differentiation and integration, applications of the derivative and the integral. Four lecture hours and one computer laboratory hour per week.                  (Approved for majors in GTREP, RETP)</p>	<p>1, 2, 3, 4, 7, 10</p>	<p>1, 5, 6, 7, 8, 9, 10</p>	<p>Reaffirmed 03-04</p>

**Area B - Institutional Options (4 hours)**

<b>Course Title and Description – Credits</b>	<b>GSU General Education Outcomes Linked</b>	<b>University System Core Principles Addressed</b>	<b>Review</b>
<p><b>HIST 1112 World History II: The Emergence of the Modern Global Community</b>  <b>3 hours</b></p> <p>Addresses the historical context of contemporary global society by tracing developments from the fifteenth century to the present.  <i>(System number)</i></p>	1, 2, 6, 7, 8	1, 2, 4, 5, 6, 7, 9, 10	Reaffirmed 03-04
<p><b>IDS 2210 Turning Points and Connections</b>  <b>1 hour</b></p> <p>A one-hour course focusing on the connections between major turning points in history and their effects on life as seen in art, music, philosophy, literature, politics, science, economics, and cultural outlook. Prerequisite: HIST 1112.</p>	8, 10	1, 2, 3, 4, 5, 6	Reaffirmed 03-04

**Area C - Humanities/Fine Arts (6 hours)**

<b>Course Title and Description - Credits</b>	<b>GSU General Education Outcomes Linked</b>	<b>University System Core Principles Addressed</b>	<b>Review</b>
<p><b>ENGL 2111 World Literature I</b>      <b>3 hours</b></p> <p><i>A survey of important works of world literature from ancient times through the mid-seventeenth century. (System number and one-sentence description).</i> Beginning with the oral tradition, the course studies classical works and their impact on later literature, the spread of ideas beyond national and ethnic boundaries, and the influence of philosophy and religion on literature. Emphasis on critical reading and</p>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5, 6, 7, 9	Reaffirmed 03-04

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writing skills. <b>OR</b>			
<b>ENGL 2112 World Literature II 3 hours</b> <i>A survey of important works of literature from the mid-seventeenth century to the present. (System number and one-sentence description).</i> The course studies literary representation and reaction to the rise of science, industrialism, internationalism, and other forces shaping the modern and postmodern world. Emphasis on critical reading and writing skills.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 4, 5, 6, 7, 9	Reaffirmed 03-04
<b>ART 1000 Art in Life 3 hours</b> A general introduction to art and aesthetics and their role in human life and culture. Includes discussion and analysis of architecture, sculpture, painting, ceramics, drawing, printmaking, photography, design, and other art forms from various historical periods and world cultures. <b>OR</b>	1, 2, 3, 4, 5, 6, <u>7</u> , 8, <u>9, 10</u>	<u>1, 2</u> , 4, 5, 6, 7, 9, <u>10</u>	Modified 03-04
<b>MUSC 1100 Music Appreciation 3 hours</b> <i>(System number and title)</i> An introduction to the development of listening skills, the fundamental elements of music, a historical survey of major periods and styles in Western music, and music in selected non-Western cultures. <b>OR</b>	5, 8, 9, 10	4, 5, 6, 7, 9	Reaffirmed 03-04
<b>PHIL 1030 Introduction to Philosophy 3 hours</b> An introductory course which surveys some of the ideas of philosophers of the Western world, focusing on issues about religion, ethics, reality, and ways of knowing. <b>OR</b>	1, 2, 3, 4, 6, 7, 8, 9, 10	1, 4, 6, 7, 8, 9	Reaffirmed 03-04
<b>COMM 1110 Public Speaking 3 hours</b> <i>(System number and title)</i> The critical study and practice of public speaking emphasizing the art of rhetoric from a humanistic	1, 2, 3, 4, 5	1, 4, 6, 7, 9	Reaffirmed 03-04

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<p>perspective. Areas of study include research and preparation, ethics, audience analysis, and presentation of speeches. <b>OR</b></p>			
<p><b>RELS 2130 Introduction to Religion 3 hours</b> Introduction to definitions, perspectives, and methods used in religious studies as well as to the varieties of religious issues and expressions. <b>OR</b></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>1, 2, 4, 6, 7, 9</p>	<p>Reaffirmed 03-04</p>

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<p><b>THEA 1100 Theatre Appreciation 3 hours</b> (System number and title) An introductory study of dramatic literature and its relationship to the theatrical arts including set, costume, lighting design, acting, and directing. <b>OR</b></p>	1, 2, 5, 8, 9, 10	1, 4, 5, 6, 7, 9	Reaffirmed 03-04
<p><b>HUMN 2434 Myth in Arts and Humanities 3 hours</b> Explores selected myths and their treatments in art, rhetoric, literature, theater, and music. <b>OR</b></p>	1, 2, 5, 8, 10	1, 2, 4, 6, 7, 9	Reaffirmed 03-04
<p><b>HUMN 2333 Classicism 3 hours</b> Explores classicism as both a philosophical approach and an aesthetic style in art, rhetoric, literature, architecture, and music.</p>	1, 2, 5, 8, 10	1, 2, 4, 6, 7, 9	Reaffirmed 03-04
<p><b>SPAN 1001 Elementary Span I 3 hours</b> <u>Introduction to listening, speaking, reading, and writing in Spanish and the culture of Spanish-speaking regions.</u> <b>OR</b></p>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<p><b>SPAN 1002 Elementary Span II 3 hours</b> <u>Continued focus on basic communications skills (understanding, speaking, reading, and writing), and cultural understanding, with increased emphasis on active use of the language. Includes laboratory program. Prerequisite: Elementary Spanish I or equivalent.</u> <b>OR</b></p>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<p><b>SPAN 1060 Accelerated Elementary Span 6 hours</b> <u>An accelerated introduction to listening, speaking, reading, and writing in Spanish and to</u></p>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04

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the culture of Spanish- speaking regions. <u>Completes the elementary levels of Spanish in one semester.</u> <b>OR</b>			
<b>SPAN 2001 Intermediate Span I 3 hours</b> <u>Building upon communication skills (understanding, speaking, reading, and writing Spanish) and cultural understanding, developed at the elementary level.</u> <b>OR</b>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<b>SPAN 2002 Intermediate Span II 3 hours</b> <u>Development of writing skills and closer examination of grammatical structures of the Spanish language. Writing assignments based on both oral and written authentic sources.</u> <b>OR</b>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<b>SPAN 2060 Accelerated Intermediate Span 6 hours</b> <u>Accelerated intermediate Spanish with continued work on listening, speaking, reading, and writing in Spanish and the culture of Spanish-speaking regions. Completes the intermediate levels of Spanish in one semester.</u> <b>OR</b>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<b><u>FREN 1001/1001S-Elementary French I 3 hours</u></b> <u>Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.</u> <b>OR</b>	<u>All</u>	<u>All</u>	Modified 03-04
<b><u>FREN 1002-Elementary French II 3 hours</u></b> <u>Continued listening, speaking, reading and writing in French with further study of the culture of French-speaking regions. Prerequisite: FREN 1001 or equivalent.</u> <b>OR</b>	<u>All</u>	<u>All</u>	Modified 03-04
<b><u>FREN 1060-Accelerated Elementary French</u></b>	<u>All</u>	<u>All</u>	Modified 03-04



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<p><b>6 hours</b>  <u>An accelerated introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions. Completes the elementary levels of French in one semester.</u>  <b>OR</b></p>			
<p><b>FREN 2001/2001S-Intermediate French I 3 hours</b>  <u>Building upon communication skills (understanding, speaking, reading, and writing French) and cultural understanding, developed at the elementary level. Prerequisite: FREN 1001 and FREN 1002 or FREN 1060.</u>  <b>OR</b></p>	<p><u>All</u></p>	<p><u>All</u></p>	<p>Modified 03-04</p>
<p><b>FREN 2002-Intermediate French II 3 hours</b>  <u>Continued focus on communication skills and cultural understanding. Prerequisite: FREN 2001 or concurrent enrollment in FREN 2001 or equivalent.</u>  <b>OR</b></p>	<p><u>All</u></p>	<p><u>All</u></p>	<p>Modified 03-04</p>
<p><b>FREN 2060-Accelerated Intermediate French 6 hours</b>  <u>Accelerated intermediate French with continued work on listening, speaking, reading, and writing in French and the culture of French-speaking regions. Completes the intermediate levels of French in one semester. Prerequisite: Completion of FREN 1002 or the equivalent. Prerequisite: FREN 2002 or equivalent.</u>  <b>OR</b></p>	<p><u>All</u></p>	<p><u>All</u></p>	<p>Modified 03-04</p>
<p>LATN 1001 Elementary Latin I 3 hours  <u>Introduction to the Latin language: pronunciation, fundamentals of grammar, reading and translation.</u>  <b>OR</b></p>	<p><u>1, 2, 8, 9</u></p>	<p><u>4, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b>LATN 1002 Elementary Latin II 3 hours</b>  <u>Continued study of Latin grammar and syntax</u></p>	<p><u>1, 2, 8, 9</u></p>	<p><u>4, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>

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<p>begun in Latin 1001, with further reading and translation. Prerequisite: LATN 1001 or equivalent. <b>OR</b></p>			
<p><b>LATN 1060 Accelerated Elementary Latin</b>  <b>6 hours</b>  <u>An accelerated introduction to the Latin language: pronunciation, fundamentals of grammar, reading, and translation.</u>  <b>OR</b></p>	<p><u>1, 2, 8, 9</u></p>	<p><u>4, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b>LATN 2001 Intermediate Latin I</b> <u>3 hours</u>  <u>Beginning series of reading in Roman authors with emphasis on prose. Elements of grammar will also be reviewed. Discussion of Roman history and culture. Prerequisites: LATN 1001 and LATN 1002 or equivalent.</u>  <b>OR</b></p>	<p><u>1, 2, 8, 9</u></p>	<p><u>4, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>

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<p><b><u>LATN 2002 Intermediate Latin II</u></b>  <b>3 hours</b>  <u>Continued reading of Roman authors with emphasis on poetry. Prerequisite: LATN 2002 or concurrent enrollment in LATN 2001 or equivalent.</u>  <b>OR</b></p>	<p><u>1, 2, 8, 9</u></p>	<p><u>4, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b><u>LATN 2060 Accelerated Intermediate Latin</u></b>  <b>6 hours</b>  <u>Accelerated intermediate Latin with continued work on pronunciation, fundamentals of grammar, reading, and translation.</u>  <b>OR</b></p>	<p><u>1, 2, 8, 9</u></p>	<p><u>4, 6, 7, 8, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b><u>GRMN 1001 Elementary Grmn I</u></b> <b>3 hours</b>  <u>An introduction to the German language and culture of the German-speaking world. Beginning survey of basic German grammar and the development of the four language skills of listening, speaking, reading, and writing German. Some aspects of everyday life in the German-speaking world will also be introduced.</u>  <b>OR</b></p>	<p><u>1, 2, 5, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 5, 6, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b><u>GRMN 1002 Elementary Grmn II</u></b> <b>3 hours</b>  <u>The second part of an introduction to the German language and culture of the German-speaking world. Completion of the survey of basic German grammar and further development of the four language skills of listening, speaking, reading, and writing German. Aspects of everyday life in the German-speaking world will also be introduced. Prerequisite: GRMN 1001 or equivalent.</u>  <b>OR</b></p>	<p><u>1, 2, 5, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 5, 6, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b><u>GRMN 1060 Accelerated Elementary Grmn</u></b>  <b>6 hours</b>  <u>An accelerated introduction to listening, speaking, reading and writing German and to the culture of German-speaking regions. Completes the elementary levels of German in one semester.</u></p>	<p><u>1, 2, 5, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 5, 6, 9, 10</u></p>	<p>Modified 03-04</p>

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<b>OR</b>			
<p><b><u>GRMN 2001/2001S Intermediate Grmn I</u></b>  <b>3 hours</b>  <u>Building upon communication skills (understanding, speaking, reading and writing German) and cultural understanding, developed at the intermediate level. Prerequisites: GRMN 1001 and 1002 or equivalent.</u></p> <p style="text-align: right;"><b>OR</b></p>	<u>1, 2, 5, 6, 7, 8, 9,10</u>	<u>1, 2, 4, 5, 6, 9,10</u>	Modified 03-04
<p><b><u>GRMN 2002/2002S Intermediate Grmn II</u></b>  <b>3 hours</b>  <u>Continued focus on communication skills and cultural understanding. Prerequisite: GRMN 2001 or concurrent enrollment in GRMN 2001 or equivalent.</u></p> <p style="text-align: right;"><b>OR</b></p>	<u>1, 2, 5,6, 7, 8, 9,10</u>	<u>1, 2, 4, 5, 6, 9,10</u>	Modified 03-04
<p><b><u>GRMN 2060 Accelerated Intermediate Grmn</u></b>  <b>6 hours</b>  <u>Accelerated intermediate German with continued work on listening, speaking, reading and writing German and the culture of German-speaking regions. Completes the intermediate levels of German in one semester. Prerequisite: Completion of GRMN 1002 or the equivalent.</u></p> <p style="text-align: right;"><b>OR</b></p>	<u>1, 2, 5, 6, 7, 8, 9,10</u>	<u>1, 2, 4, 5, 6, 9, 10</u>	Modified 03-04
<p><b><u>JAPN 1001 Elementary Japn I</u></b>      <b>3 hours</b>  <u>Introduction to listening, speaking, reading, and writing in Japanese and the culture of Japanese-speaking regions.</u></p> <p style="text-align: right;"><b>OR</b></p>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<p><b><u>JAPN 1002 Elementary Japn II</u></b>      <b>3 hours</b>  <u>Continued listening, speaking, reading, and writing in Japanese with further study of the culture of Japanese-speaking regions.</u></p> <p style="text-align: right;"><b>OR</b></p>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04
<p><b><u>JAPN 1060 Accelerated Elementary Japanese</u></b>  <b>6 hours</b>  <u>An accelerated introduction to listening, speaking, reading, and writing in Japanese and to the culture of Japanese-speaking regions. Completes the</u></p>	<u>1, 6, 7, 8, 9, 10</u>	<u>1, 2, 4, 6, 7, 9, 10</u>	Modified 03-04

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<p>elementary levels of Japanese in one semester.  <b>OR</b></p>			
<p><b>JAPN 2001 Intermediate Japn I 3 hours</b>  <u>Building upon communication skills</u>  <u>(understanding, speaking, reading, and writing</u>  <u>Japanese) and cultural understanding, developed</u>  <u>at the elementary level.</u>  <b>OR</b></p>	<p><u>1, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 6, 7, 9, 10</u></p>	<p>Modified 03-04</p>
<p><b>JAPN 2002 Intermediate Japn II 3 hours</b>  <u>Continued focus on communication skills and</u>  <u>cultural understanding.</u>  <b>OR</b></p>	<p><u>1, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 6, 7, 9, 10</u></p>	<p>Modified 03-04</p>

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<p><b><u>JAPN 2060 Accelerated Intermediate Japn</u></b>  <b><u>6 hours</u></b>  <u>Accelerated intermediate Japanese with continued work on listening, speaking, reading, and writing in Japanese and the culture of Japanese-speaking regions. Completes the intermediate levels of Japanese in one semester.</u></p> <p style="text-align: right;"><b>OR</b></p>	<p><u>1, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 6, 7, 9, 10</u></p>	<p>Modified 03-04</p>
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ALTERNATIVE	HUMANITIES	SEQUENCE	
<p><b>HUMN 2321      Humanities I</b>  <b>3 hours</b>            A historically organized interdisciplinary approach to the humanities and fine and performing arts from antiquity to ca. 1600. Team-taught large-group lectures and small-group discussions.  <b>AND</b></p>	<p>1, 2, 5, 8, 9, 10</p>	<p>1, 2, 4, 5, 6, 7, 9</p>	<p>Reaffirmed 03-04</p>
<p><b>HUMN 2322      Humanities II</b>  <b>3 hours</b>            A historically organized interdisciplinary approach to the fine and performing arts from ca. 1600 to the present. Team-taught large-group lectures and small-group discussions.</p>	<p>1, 2, 5, 8, 9, 10</p>	<p>1, 2, 4, 5, 6, 7, 9</p>	<p>Reaffirmed 03-04</p>

**Area D – Science, Mathematics, and Technology (11 hours)**

■ Traditional Laboratory Science Course (4 hours)

<b>Course Title and Description – Credits</b>	<b>GSU General Education Outcomes Linked</b>	<b>University System Core Principles Addressed</b>	<b>Review</b>
<b>ASTR 1010 Planetary Astronomy 3 hours</b> A study of the motions and physical properties of the planets, asteroids, and comets. <b>WITH</b>	1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>ASTR 1211 Astronomy Lab 1 hour</b> A series of laboratories designed to measure the physical properties of planets, stars, and galaxies. <b>OR</b>	1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>ASTR 1020 Stellar and Galactic Astronomy 3 hours</b> A study of the physical properties of stars and galaxies and of the origins of the universe. <b>WITH</b>	1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>ASTR 1211 Astronomy Lab 1 hour</b> (See description above) <b>OR</b>			Reaffirmed 03-04
<b>BIOL 1130 General Biology 3 hours</b> An introductory course covering the concepts and applications of biological diversity. In this course, cell organization, genetics, diversity, plant and animal structure and function, ecology, evolution, and our impact on the environment will be discussed in class. <b>WITH</b>	1, 2, 3, 4, 6, 7, 8, 10	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>BIOL 1110 General Biology Lab 1 hour</b> A series of laboratory components that involve hands-on experimentation with the biological concepts of genetics, growth, ecology,	1, 2, 3, 4, 6, 7, 8, 10	1, <u>2</u> , 5, 6, 7, 8, 9, 10	Modified 03-04

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reproduction, development, and physiological process. <b>OR</b>			
<b>CHEM 1140 Introduction to General and Organic Chemistry</b> <b>4 hours</b> Introduces students to the basic concepts of chemical structure and reactivity with a focus on organic chemistry. After covering the elementary concepts of the atom, elements, and compounds, the students will apply these concepts to understand the significance of structure in organic chemistry and relate these concepts to the reactivity of organic compounds. <b>OR</b>	1, 2, 3, 4, 6, 7, 8, 10	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>CHEM 1145 Principles of Chemistry I with Lab</b> <b>4 hours</b> <u>Introduces students to many of the basic concepts of chemistry, emphasizing chemical structure. Beginning at the atom, the course evolves to a consideration of chemical bonding and intermolecular forces, ending with phase changes; the chemical reactions involving changes in the states of matter.</u> <b>OR</b>	<u>1, 2, 3, 4, 6, 7, 8, 10</u>	<u>1, 5, 6, 7, 8, 9, 10</u>	Modified 03-04
<b>GEOL 1121 Introduction to the Earth</b> <b>4 hours</b> (System number) An introductory study of the origin and structure of earth materials and processes which modify Earth's interior and exterior. <b>WITH</b>	1, 2, 3, 4, <u>5</u> , 6, 7, 8, 10	1, <u>2</u> , 5, 6, 7, 8, 9, 10	Modified 03-04
<b>GEOL 1110 Earth Laboratory</b> <b>1 hour</b> A series of laboratory components that involve hands-on exercises with earth materials and processes which modify the Earth's interior and exterior. <b>OR</b>	1, 2, 3, 4, 6, 7, 8, 10	1, <u>2</u> , 5, 6, 7, 8, 9, 10	Modified 03-04
<b>PHYS 1111 Introduction to Physics I</b> <b>3 hours</b> (System number and title) This is the first of a sequence of courses that provide a working knowledge of the basic principles of physics. Topics include mechanics,	1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04



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oscillations, and wave motion.	<b>WITH</b>			
<b>PHYS 1113 Physics Lab I</b> <b>1 hour</b> This is the first of two laboratory courses that provide the laboratory part of PHYS 1111, PHYS 1112, PHYS 2211, and PHYS 2212. Provides laboratory work on mechanics, wave motion, and thermodynamics.		1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>PHYS 2211 Principles of Physics I</b> <b>3 hours</b> This is the first of a sequence of two courses that provides a working knowledge of the basic principles of physics using applications requiring a knowledge of calculus. Topics include mechanics, wave motion, and thermodynamics. <b>WITH</b>		1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>PHYS 1113 Physics Lab I</b> <b>1 hour</b> (See description above)		1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04

II. Environmental Science Course with Laboratory (4 hours)

Course Title and Description - Credits	GSU General Education Outcomes Linked	University System Core Principles Addressed	Review
<b>BIOL 1230 Environmental Biology</b> <b>3 hours</b> A consideration of environmental issues and ecological processes including interspecific interactions, community dynamics, biodiversity, and the major biomes of the world. Human impact on earth, population growth, conservation, energy production, food production, and pollution will be related to those basic ecological processes. <b>WITH</b>	1, 2, 3, 4, 6, 7, 8, 10	1, 2, 4, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<b>BIOL 1210 Environmental Biology Laboratory</b> <b>1 hour</b> A series of laboratory components that are	1, 2, 3, 4, 6, 7, 8, 10	1, 2, 4, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04

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<p>directed toward ecological and environmental science and stress experimental design and data analysis.  <b>OR</b></p>			
<p><b>CHEM 1040 Chemistry and the Environment 4 hours</b>                  Students study the fundamental aspects of chemistry in its political, economic, social, and international context. The laboratory will be a primary component of the course in that some of the course material will be first experienced in the laboratory. The laboratory will stress experimental design and data analysis as applied to environmental science.  <b>OR</b></p>	1, 2, 3, 4, 7, 8, 9	1, 2, 4, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04
<p><b>GEOL 1330 Environmental Geology 3 hours</b>                  An introduction to geologic processes, including flooding, coastal erosion, volcanoes, and earthquakes, and their effect on our environment. The origin, global distribution, use, and reserves of the Earth's basic resources, including soils, water, minerals, rock deposits, and energy resources are investigated. The role of these components and their effects on our daily lives are discussed.  <b>WITH</b></p>	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2, <u>3</u> , 4, 5, 6, 7, 8, 9, 10	Modified 03-04
<p><b>GEOL 1310 Environmental Geology Lab 1 hour</b>                  Consists of data collection, analysis, and problem-solving of geologic and environmental problems. These problems will deal with Earth materials, geologic hazards, economic and energy resources, and water quality.  <b>OR</b></p>	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2, <u>3</u> , 4, 5, 6, 7, 8, 9, 10	Modified 03-04
<p><b>PHYS 1149 Environmental Physics 4 hours</b></p>	1, 2, 3, 4, 6, 7, 8	1, 2, 4, 5, 6, 7, 8, 9, 10	Reaffirmed 03-04

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<p>A general course on the physical basis of environmental science. Emphasis is placed on the identification and effective amelioration of both natural and man-made hazards to the earth's biosphere. Topics include greenhouse effects, ozone, acid rain, energy production and waste disposal, radiation hazards, noise pollution, and disruptive natural phenomena.</p>			
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III. Mathematics, Science, or Technology Elective (3 hours)

Course Title and Description - Credits	GSU General Education Outcomes Linked	University System Core Principles Addressed	Review
<p><b>ASTR 1000 Introduction to the Universe 3 hours</b>  <i>(System number and name)</i>            A study of the motions and constitution of the solar system, stars and other celestial bodies. Theories of evolution of celestial bodies and the universe are considered in addition to the instrumentation used by astronomers. <b>OR</b></p>	1, 2, 3, 4, 7, 8	1, 5, 6, 7, 8, 9	Reaffirmed 03-04
<p><b>BIOL 1331 Insects and People 3 hours</b>            An introduction to the role insects and other arthropods serve in relation to humans. Insect-human interactions in the home, yard, garden, workplace, recreational areas, and human body are included. Consideration of the natural history, life cycles and optional human actions regarding pests, beneficial insects and disease, insects and food, and aesthetics is included. <b>OR</b></p>	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9	Reaffirmed 03-04
<p><b>BIOL 1333 From Neuron to Brain 3 hours</b>            A consideration of the workings of the brain from a biological perspective. The mechanisms of neural function from cell to network to brain will be studied. Topics will include neurons,</p>	1, 2, 3, 4, 6, 7, 8, 10	1, 2, 5, 6, 7, 8, 9	Reaffirmed 03-04

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neurotransmitters, nerve nets, the biological basis of learning, vision, language, brain sex differences, major disorders of mind and brain, and aging of the brain. <b>OR</b>			
<b>BIOL 1335 Plants and Civilization 3 hours</b> An introduction to major groups of economic plants and their role in the origin and maintenance of civilization. The course also deals with plant biodiversity and the potential impact of biological losses. <b>OR</b>	1, 2, 3, 4, 6, 7, 8, 10	1, 2, 4, 5, 6, 7, 8, 9	Reaffirmed 03-04
<b>CHEM 1030 Chemistry and Your World 3 hours</b> Introduces students to the many ways in which chemistry affects their lives. Topics include plastics, nutrition, drug design, and the many aspects of environmental chemistry. Decision-making activities related to real-world societal issues will help develop critical thinking skills <b>OR</b>	1, 2, 3, 4, 7, 8, 9	1, 2, 4, 5, 6, 7, 8, 9	Reaffirmed 03-04
<b>CHEM 1146 Principles of Chemistry II 4 hours</b> Completes the introduction to chemistry, focusing on advanced topics of chemical reactivity (including kinetics, thermodynamics and equilibrium) and concludes with a detailed look at the applications of chemistry to a variety of issues and problems in society (with laboratory). <b>OR</b>	1, 2, 3, 4, 6, 7, 8, 10	1, 2, 4, 5, 6, 7, 8, 9	Reaffirmed 03-04
<b>CISM 1110 Computer Applications 1 hour</b> Provides lecture and detailed instruction in application software using word-processing, spreadsheets, database, and presentation software. Co-requisite: CISM 1120 <b>WITH</b>	1, 2, 3, 7, 8, 10	1, 5, 6, 7, 8, 9	Reaffirmed 03-04
<b>CISM 1120 Computer Concepts 2 hours</b> Provides an introduction of computer concepts and the evolution of computers in society. Lecture topics include computer system	1, 2, 3, 4, 7, 8, 10	1, 5, 6, 7, 8, 9	Modified 03-04

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<p>components, data representation and storage, software and multimedia, computer architecture, data communications and network configuration, data security and privacy, viruses, ethic, e-mail, Internet, and the computer marketplace. <b>OR</b></p>			
<p><b>CSCI 1230 Introduction to BASIC Programming 3 hours</b>                  Basic concepts, logic, and syntax of the BASIC 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. <b>OR</b></p>	<p>†, 2, 3, <u>4</u>, 7, 8, †0</p>	<p>†, 5, 6, 7, 8, 9, <u>10</u></p>	<p>Modified 03-04</p>
<p><b>CSCI 1232 Introduction to FORTRAN Programming 3 hours</b>                  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. <b>OR</b></p>	<p>†, 2, 3, 4, 7, †0</p>	<p>†, 5, 6, 7, 8, 9, <u>10</u></p>	<p>Modified 03-04</p>
<p><b>GEOG 1111 Climate and the Landscape 3 hours</b>                  The Earth's surface in its areal differentiation. Focuses on the various elements of physical geography that act as a foundation to the discipline, including location and interaction of physical surficial phenomena. <b>WITH</b></p>	<p>1, 2, 3, 4, <u>5</u>, 6, 7, 10</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	<p>Modified 03-04</p>
<p><b>GEOG 1110 Climate and the Landscape Lab 1 hour</b>                  A series of laboratories and exercises designed to provide hands-on applications of general theories regarding earth processes discussed in GEOG 1111, Climate and the Landscape. <b>OR</b></p>	<p>1, 2, 3, 4, <u>5</u>, 6, 7, 10</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	<p>Modified 03-04</p>

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<p><b>GEOL 1122 General Historical Geology</b>  <b>4 hours</b>          Discusses the origin and geological history of Earth. Methods of interpretation, fossils, geologic time measurements, time scales, physical and organic development of Earth are taught (with laboratory)</p>	<p>1, 2, 3, 4, 6, 7, 8, 10</p>	<p>1, 2, 5, 6, 7, 8, 9</p>	<p>Modified 03-04</p>
<p><b>GEOL 1430 Dinosaurs, Extinctions and Disasters</b>  <b>3 hours</b>  <u>An introduction to current controversies in the study of dinosaurs, including the discovery of feathered dinosaurs and the possible causes for their massive extinction. The course will also reveal the threats that asteroids and comets pose to Earth.</u> <b>OR</b></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 10</p>	<p>1, 2, 4, 5, 6, 7, 8, 9</p>	<p>Modified 03-04</p>
<p><b>GEOL 1530 Principles of Oceanography</b>  <b>3 hours</b>          A survey course dealing with the physical and biological processes of the oceans, stressing the interrelationships of the processes. <b>OR</b></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 10</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Modified 03-04</p>
<p><b>MATH 1112 Trigonometry 3 hours</b>  <u><b>Circular functions, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions. Law of Sines, Law of Cosines, applications, vectors, complex numbers, Euler's formula, DeMoivre's theorem, and conic sections.</b></u></p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Modified 03-04</u></p>
<p><b>MATH 1113 Pre-Calculus 3</b>  <b>4 hours</b>  <u><b>Emphasizes trigonometric functions and concepts and will include a review of selected topics from algebra including systems of equations and</b></u></p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Modified 03-04</u></p>

<p><b><u>matrix algebra. The graphing calculator will be incorporated throughout the course.</u></b> OR</p> <p><i>(System number and description)</i></p> <p><b><u>(Approved for majors in Architecture, Biology, Mathematics, Chemistry, Computer Science, Engineering Technology, Physics, Physical Therapy)</u></b></p>			
<p>MATH 1232 Survey of Calculus 3 hours  <u>Covers the fundamental elements of differential and integral calculus of algebraic, logarithmic and exponential functions. Topics include a brief review of algebraic principles, limits, derivatives, and integrals. Oriented towards applications in business and economics.</u>  <u>Appropriate technology will be incorporated throughout the course. Designed primarily for business and information technology majors.</u> OR</p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Modified 03-04</u></p>
<p>MATH 1441 Calculus I 4 hours  <u>This is the first of a sequence of courses, which present a unified treatment of the differential and integral calculus. Topics include: limits, continuity, differentiation and integration, applications of the derivative and the integral. Four lecture and one computer laboratory hours per week.</u> OR</p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p>MATH 2242 Calculus II 4 hours  <u>Includes an introduction to transcendental functions, techniques of integration, improper integrals, infinite series, and conics (with computer laboratory).</u> OR</p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p>MATH 2243 Calculus III 4 hours</p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed</u></p>

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<p><u>Topics in real-valued functions of several variables. Topics include polar coordinates, parametric equations, vectors in two and three dimensions, quadric surfaces, partial derivatives and applications, multiple integrals and applications, line integrals, Stoke's and Green's Theorem.</u> OR</p>			<p><u>03-04</u></p>
<p><u>PHYS 1135 How Things Work 3 hours</u>  <u>This is a non-mathematical course designed for liberal arts students. Fifty-one objects in our everyday world are examined to answer the question "How do they work." As a result, concepts of physics that everyone uses daily are revealed in an interesting and understandable manner.</u> OR</p>	<p><u>1, 2, 3, 4, 8, 10</u></p>	<p><u>1, 2, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed</u> <u>03-04</u></p>
<p><u>PHYS 1112 Introduction to Physics II 3 hours</u>  <u>This is the second of a sequence of courses that provide a working knowledge of the basic principles of physics. Topics include electricity, magnetism, optics, and modern physics.</u> WITH</p>	<p><u>1, 2, 3, 4, 7, 8</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed</u> <u>03-04</u></p>
<p><u>PHYS 1114 Physics Lab II 1 hour</u>  <u>This is a set of experimental studies on electricity and magnetism, optics, and modern physics. Serves as the laboratory portion of PHYS 2212 and PHYS 1112.</u> OR</p>	<p><u>1, 2, 3, 4, 7, 8</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed</u> <u>03-04</u></p>
<p><u>PHYS 2212 Principles of Physics II 4 hours</u>  <u>This is the second of a sequence of courses that provide a working knowledge of the basic principles of physics using applications requiring a knowledge of calculus. Topics include electricity, magnetism, optics, and modern physics (with laboratory).</u> WITH</p>	<p><u>1, 2, 3, 4, 7, 8</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed</u> <u>03-04</u></p>
<p><u>PHYS 1114 Physics Lab II 1 hour</u>  <u>See description above</u> OR</p>			<p><u>Reaffirmed</u> <u>03-04</u></p>



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<p><b>STAT 2231 Introduction to Statistics I</b>  <b>3 hours</b>  <u>An introductory statistics course, which covers descriptive statistics, random variables and selected probability distributions, and statistical inference including confidence intervals and hypothesis tests. An interactive statistical package will be used for simulation and to solve statistical problems. Neither a background in calculus nor experience with computers is required.</u> OR</p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p><b>STAT 2232 Introduction to Statistics II</b>  <b>3 hours</b>  <u>A continuation of Introduction to Statistics I. The focus is on inferential procedures to compare the same characteristic between two or more populations and inferential procedures to investigate the relationship between two or more variables from the same population. Topics include Tests of Association, Regression, Correlation, and Analysis of Variance. The statistical software package SPSS is used.</u> OR</p>	<p><u>1, 2, 3, 4, 7, 10</u></p>	<p><u>1, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p><b>TCGT 1530 Science, Technology, and the Environment</b> 3 hours  <u>A systematic investigation of the constructs of technology in terms of its bases in scientific principles and its impact on the global environment.</u> OR</p>	<p><u>1, 2, 3</u></p>	<p><u>1, 4, 5, 6, 7, 8, 9</u></p>	<p><u>Reaffirmed 03-04</u></p>

Any course listed in D. I. or D. II. with the stipulation that only two courses in the same discipline may be chosen in Area D.

**Area E - Social Science (12 hours)**

<u>Course Title and Description - Credits</u>	<u>GSU General Education Outcomes Linked</u>	<u>University System Core Principles Addressed</u>	<u>Review</u>
<p><b>HIST 2110 The United States: A Comprehensive Survey</b>  <i>(System number)</i> 3 hours  <u>This course surveys the United States from precolonial times to the present with special attention given to Georgia.</u></p>	<p><u>1, 2, 4, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 6, 7, 9, 10</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p><b>POLS 1101 American Government</b> 3 hours</p>			

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<p><u>(System number and name)</u>  <u>This is a survey of American government and politics, with additional attention to the government and the Constitution of Georgia. Topics include the constitutional structure of American government, the role of non-governmental institutions such as interest groups and mass media, the role of governmental institutions such as Congress and the Presidency, the operation of major political processes such as elections and policy-making and the interactions between institutions and processes.</u></p>	<p><u>2, 6, 8</u></p>	<p><u>1, 2, 4, 6, 7, 9, 10</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p><u>ECON 2105 Macroeconomics: Economics in a Global Society</u>  <u>(System number and partial title) 3 hours</u>  <u>The market mechanism and its relationship to the major institutions of developed economies, current events, and the challenges of globalization; particularly emphasizes informed decision making about issues of the aggregate economy in a global setting.</u></p>	<p><u>1, 2, 4, 6, 7, 8, 9, 10</u></p>	<p><u>1, 2, 4, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Modified 03-04</u></p>
<p><u>ANTH 1102 Introduction to Anthropology</u>  <u>(System number and title) 3 hours</u>  <u>Anthropology, the comparative study of humankind, draws materials from the widest possible range of peoples, cultures, and time periods to determine and explain similarities and differences among peoples of the world. This course brings the perspectives of all of the sub-fields of anthropology to the study of humanity: cultural anthropology, archaeology, linguistics, and biological anthropology. OR</u></p>	<p><u>1, 2, 3, 4, 6, 7, 8, 9</u></p>	<p><u>1, 2, 4, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p><u>PSYC 1101 Introduction to Psychology</u>  <u>(System number and title) 3 hours</u>  <u>A survey of the major concepts and findings in the fundamental subfields of psychology, encouraging their applications to the understanding of human behavior in everyday life. OR</u></p>	<p><u>7</u></p>	<p><u>1, 2, 4, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Reaffirmed 03-04</u></p>
<p><u>SOCI 1101 Introduction to Sociology</u>  <u>(System number and title) 3 hours</u>  <u>The discipline of sociology and the sociological perspective as a tool for understanding society and culture, including the interpersonal, intergroup, and international dimensions of</u></p>	<p><u>2, 3, 6, 7, 8, 9</u></p>	<p><u>1, 2, 4, 5, 6, 7, 8, 9, 10</u></p>	<p><u>Reaffirmed 03-04</u></p>

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<u>social life.</u>	<b>OR</b>		
<b><u>GEOG 1130 World Regional Geography</u></b> <b><u>3 hours</u></b> <b><u>Study of geographic regions of the world emphasizing physical landscapes, resources, economies, culture, and politics. Selected problems or situations of contemporary interest will be incorporated.</u></b>	<b><u>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</u></b>	<b><u>1, 2, 4, 5, 6, 7, 8, 9, 10</u></b>	<b><u>Reaffirmed 03-04</u></b>

**Additional Coursework Outside the Core Curriculum (5 hours)**

<b><u>Course Title and Description – Credits</u></b>	<b><u>GSU General Education Outcomes Linked</u></b>	<b><u>University System Core Principles Addressed</u></b>	<b><u>Review</u></b>
<b><u>GSU 1210 University Orientation I 1 hour</u></b> <b><u>Designed to help first-year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required of all new students during their first semester.</u></b>	<b><u>1, 4, 5, 6, 9, 10</u></b>	<b><u>1, 2, 3, 4, 5</u></b>	<b><u>Reaffirmed 03-04</u></b>
<b><u>HLTH 1520 Healthful Living 2 hours</u></b> <b><u>Introduces students to fundamental concepts associated with healthful living throughout the life span in modern society. Course content focuses upon the promotion of health and wellness within individuals, families, and communities through an understanding of healthful living, development of healthy lifestyles and avoiding or overcoming harmful habits.</u></b>	<b><u>2, 3, 4, 7, 10</u></b>		<b><u>Modified 03-04</u></b>
<b><u>Physical Activity 2 hours</u></b>	<b><u>2, 3, 4, 5, 9, 10</u></b>		<b><u>Modified 03-04</u></b>

**Physical Activity Courses:**

**Aerobics**  
**Aerobics: Intermediate**  
**Aerobic Cross Training**  
**Badminton**  
**Badminton: Intermediate**  
**Basketball**  
**Basketball: Intermediate**  
**Body Conditioning**  
**Bowling**  
**Bowling: Intermediate**  
**Canoeing**  
**Dance: Ballet**  
**Dance: Ballet Intermediate**  
**Dance: Clogging**  
**Dance: Country Western**  
**Dance: Folk**  
**Dance: Line**  
**Dance: Modern**  
**Dance: Social**  
**Dance: Social Intermediate**  
**Dance: Square**  
**Dance: Tap**

**Equestrian: Western**  
**Equestrian: Western**  
**Intermediate**  
**Fencing**  
**Fencing: Intermediate**  
**Fitness Walking**  
**Football: Flag**  
**Football: Flag Intermediate**  
**Golf**  
**Golf: Intermediate**  
**Jogging**  
**Outdoor Education**  
**PA for People with**  
**Disabilities I**  
**PA for People with**  
**Disabilities II**  
**PA for People with**  
**Disabilities III**  
**PA for People with**  
**Disabilities IV**  
**Racquetball**  
**Racquetball: Intermediate**

**Scuba**  
**Scuba: Intermediate**  
**Self Defense**  
**Self Defense: Intermediate**  
**Soccer**  
**Soccer: Intermediate**  
**Softball**  
**Softball: Intermediate**  
**Swimming**  
**Swimming: Intermediate**  
**Swimming: Aqua Aerobics**  
**Swimming: Fitness**  
**Tennis**  
**Tennis: Intermediate**  
**Tumbling**  
**Volleyball**  
**Volleyball: Intermediate**  
**Weight Training**  
**Weight Training:**  
**Intermediate**

***SUMMARY OF THE ACADEMIC ADVISORY COUNCIL***

*Chair: Vaughn Vandegrift*

*April 27, 2004*

*Minutes pending.*

Respectfully submitted,  
Richard Flynn, Senate Librarian

## ***Faculty Senate Librarian's Report September 16, 2004***

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

### **ACADEMIC STANDARDS COMMITTEE**

#### **Academic Standards Committee**

Chair: Patricia Humphrey

The Academic Standards Committee met on August 5, 2004, August 13, 2004 and August 16, 2004 to consider appeals for early readmission.

Present at the August 5 meeting were Ron MacKinnon (CIT), Laura Regassa (COST), Pat Humphrey (COST), Jack White (COBA), Bill Levernier (COBA), and Wayne Smith (Registrar).

Present at the August 13 meeting were Rosemarie Stallworth-Clark (COE), Iris Durden (Library), Alice Hall (CHHS), Bill Levernier (COBA), Debra Skinner (Library), Pat Humphrey (COST), Laura Regassa (COST), Michael Moore (COE), Godfrey Gibbison (COBA), , and Wayne Smith (Registrar).

On August 5 there were 58 appeals. Twenty-two appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Thirty-six appeals were denied by the committee. Thirty-two of the denied appeals were subsequently appealed to the Dean of the student's respective college. Eighteen of these were approved and fourteen were denied.

On August 13 there were 17 appeals. Seven appeals were either approved at the meeting or were pre-approved before the meeting based on criteria previously established by the committee. Ten appeals were denied by the committee. Seven of the denied appeals were subsequently appealed to the Dean of the student's respective college. Three of these were approved and four were denied.

On August 16 there were 3 appeals. One appeal was pre-approved before the meeting based on criteria previously established by the committee. Two appeals were denied by the committee and were subsequently appealed to the Dean of the student's respective college. One of these was approved and one were denied.

At the August 13 meeting Patricia Humphrey was elected chair of the committee to replace outgoing member William Levernier. Bill reminded the committee that action still remained to be taken on the issue of the second major and adjusted grade point average. The committee is awaiting input from the Enrollment Management Committee. Their designated representative was not present.

Respectfully submitted,  
Patricia Humphrey, Chair

### **ELECTIONS COMMITTEE**

Chair: Debra Sabia

Senate Elections Committee  
Meeting Minutes  
September 7, 2004

Attending: Debra Sabia, Chair  
Jennie Dilworth, CHHS  
Ardian Greca, CIT  
Leslie Fletcher, COBA  
Jim Lobue, COST

Non-Attending:

David Lowder, LIB  
Dave Robinson, CLASS  
Ming Fang He, COE  
Mark Edwards, SEC

Committee members reviewed their responsibilities as outlined by the *Bylaws*, Section 17. Discussion then turned to the committee's planned 2004-05 academic year activities. The following activities are to be completed during the Fall 2004 term:

1. Creation of unit vacancy reports
2. Unit-wide solicitation of nominations
3. Identification of nomination and ballot checkers
4. Identification of unit election technologist

Committee activities to be completed during the Spring 2005 term were also discussed, including:

1. Apportionment of senators (to be done in January)
2. Senate/University elections
3. Reporting of election results (including thanking those candidates for office who have not been elected)

Finally, the committee discussed the need for studying current procedures for elections and, based on that review, offer suggestions to improve procedures. The committee also discussed the need for drafting a proposal for changing *Senate Bylaws* to correct future potential problems with apportionment should the university lose tenure track or full-time temporary lines.

The meeting was adjourned at 9:20am.

Minutes Submitted by Dr. Debra Sabia, Chair  
Department of Political Science,  
CLASS

## **FACULTY WELFARE COMMITTEE**

Chair: Jean-Paul Carton

The FWC met on April 15 and again, with the Provost, on April 29.

The agenda of the April 15 consisted of three items : faculty Promotion and Tenure concerns, shared governance, and faculty workloads.

### **A. Promotion and Tenure**

Robert Haney responded to tenure and promotion questions which followed up his 3/11/04 responses to an initial set of questions on the topic (see 4-13-2004 Librarian's report).

1. *What is the content of the letter sent to individuals who are denied promotion and/or tenure? Merely "yes" or "no"? Explanation of validating rationales? Is feedback part of the letter? If not, does the dean provide the feedback in writing? If so, could the faculty be provided with a copy of this advice? If not, is it legal policy?*

RH: Individuals who are denied promotion receive specific written feedback for areas to work on. Some deans/chairs meet with the individual to mentor towards re-submission for promotion. Many are denied promotion due to years in rank. Individuals who are denied tenure do not receive feedback on reasons. On the advice of the attorney general, no verbal or written reason is given. Institutions are advised to not give a reason. Individuals who are denied tenure do not receive feedback on reasons. Feedback is not necessarily given in a letter. It may be given in oral form during a meeting.

Linda Hamilton reported that the Georgia Law "At Will Rule" states that any employee can quit at any time without reason and any institution can terminate an individual without stating a reason. With tenure, there is the presumption of good reason for action.

If no reason is given, no action can be taken. Anyone can be fired at any time for any reason based on Georgia law. There can be no argument or lawsuit if no reason is given.

2. *Currently not all units have printed promotion and tenure guidelines. Do such guidelines exist in the units concerned with this year's possible problematic cases (6)? (Bob said at the 3/11/04 meeting that he would look into this). Are current Guidelines clear? Could the administration check them at this time?*

RH: Every department is supposed to have clearly stated and written guidelines and procedures for T & P. Jean-Paul Carton stated that he knows of 1-2 departments that don't have written guidelines. JPC stated that according to the new Shared Governance document the Dean and Provost approve and verify written policies RH affirmed that policies should be in place and that the Deans and Provost must review them. RH also stated that department guidelines where one individual was denied tenure cannot be reviewed due to the individual appealing. Donald Armel wondered if in the possibly problematic cases guidelines were published before tenure denials.

3. *On what bases are promotion and tenure recommendations overturned by administrators alone (dept. Heads, deans, provost/pres.)? (Bob began to answer this question at the 3/11/04 meeting and agreed to provide a list of sample situations which would clarify the process for the faculty, e.g., not following mandatory time line, etc.).*

RH provided a list of factors observed in promotion and tenure cases leading to non-recommendation. Items in the following list may be found in the *Faculty Handbook* section 205.01 and 209.

- Failure to follow up adequately on feedback from annual evaluations and pre-tenure review
- No evidence of sustained effort, involvement, and record of achievement
- Failure of units to observe Regents' guidelines
- Mismatch with needs of the institution
- Inability to function within the Georgia Southern academic community
- Lack of:
  - Clarity of goals
  - Adequacy of preparation
  - Appropriateness of methods
  - Significance of results
  - Effectiveness of presentation
  - Evidence of reflective critique
  - A demonstrated record of superior, effective teaching
  - Scholarship that has been selected for dissemination through normally accepted peer-reviewed venues
  - Service at the department/school, college, and university level

JPC asked RH if it was reasonable to assume that some of these factors related to the cases (of tenure denial) currently considered as possibly problematic. RH stated that a decision on tenure was more global than an annual evaluation. An annual evaluation may state, "need to continue to work on..." even though it is a positive evaluation. Mohammed Davoud commented that a "satisfactory" evaluation may be considered to be an indication of a good job by an individual but may not be adequate to be successful at tenure review. Documents do say that satisfactory is not adequate, but individuals may not understand or perceive this.

B. Following RH's responses, JPC handed out for discussion a compilation of concerns/suggestions/questions regarding P&T compiled from faculty input (in italics below)

1. *Request T & P numbers for the past 5 years. Even if the numbers were not kept in the same format, most of the information should be published. It may be necessary for the*

- committee to request T&P information sent to the board of regents for the last 5 years through Georgia Open Records. **Academic Affairs Handbook, Section 4.04.01 Tenure** (look under procedures) <http://www.usg.edu/edmid/accaffhandbook/section4/4.04/4.04.01.phtml> . JPC referred to the document with statistics for 2002-2003 and 2003-2004 distributed by the Provost at a Spring Senate meeting. The committee preferred not to file a request for additional information at this time.
2. *Are evaluations for T&P independent at each level? To be more specific, are candidates discussed between Dean and Provost before the Dean's decision is made?* RH responded, not routinely but may be in rare cases. There are no guidelines to require or forbid.
  3. *Why have committees if the Dean's voice is the only one heard? One person, one vote is career ending. Why bother to appeal given the Provost's statement?* RH referred to the faculty handbook section 209 page 26, second column first paragraph that states recommendations are made at each level and insisted decisions are not overturned.
  4. *Reasons for apparent disconnect at the Dean's level on Tenure decisions.* See RH's responses to A. 3 and B. 3 above.
  5. *Faculty members were not given verbal reasons for denial of tenure of promotion. So how do you know what to appeal or perhaps provide additional information about?* RH responded that annual evaluations plus a pre-tenure review are given in writing, which should guide an individual to understand reasons for non-recommendation of tenure.
  6. *Campus-wide, what is the policy after denial for tenure at the Dean's level? To what bodies are appeals made?* RH restated that appeals start at the level where denial occurs (see section 220 of the Faculty Handbook).
  7. *It appears that after denial at Dean's level, there is no further faculty input (or shared governance). Suggest that there should be a University T&P committee.* DA will look into the University of Illinois. The T&P subcommittee will review other universities and report back in the fall. Also, the FWC will seek input on this suggestion from the faculty and SUFF.
  8. *Currently the Deans give input on Promotion, but not Tenure. I'm told that they do vote, so why isn't that "vote" or recommendation listed on the chart distributed at Faculty Senate?* <http://academics.gasou.edu/provost/forms/promotion/proteninfo4.html>. RH stated that although individual Deans make recommendations in their colleges, the Deans Council does not advise on T & P.
  9. *The Provost made comments about personnel actions in which he received letters and petitions (some positive and some negative). Were the applicants for T&P given a copy of those letters and petitions?* RH stated that writers of unsolicited petitions for or against an individual under review for tenure or promotion should send a copy of the letter to the individual. These documents, however, fall under the open records act and can be requested.
  10. *Promotion numbers are equally disturbing. There is a huge problem with the interpretation of minimum time. Suggest that the faculty welfare committee amended that section in the handbook.* The committee feels that the time line for promotion application is clearly stated in handbook.
  11. *Concerns have been raised about COST appeal process. 1. Appeals are made to the COST council, which consists of the Chairs, Directors, and Administrators of the academic departments and schools, research centers and institutes, and administrative units in the College. Each member is appointed by and reports directly to the Dean.* <http://cost.georgiasouthern.edu/admin/council/> . 2. *Contrary to policy stated on COST web site, the COST council did not provide a recommendation to the Dean. Summary notes from December 1 meeting are not on the web.* <http://cost.georgiasouthern.edu/admin/council/> ; <http://cost.georgiasouthern.edu/tenure/>  
DA and MD (COST representatives) were unsure of the concern with the appeals process in their college. DA and MD will bring the concern up to their college.

## **B. Shared Governance**



The subcommittee was not sure where to go at this point and wondered if the administration would be receptive to additional proposals and if any additional work would be useful. How much motivation is there to improve what we now have? Developing a SG document would be an enormous long-term task, maybe the work of a task force. The committee decided to meet with the Provost before continuing the discussion of SG. That meeting took place on April 29 at 4:00 PM. The general recommendation of the Provost concerning Shared Governance was to try and implement the policy passed at the February meeting before attempting to further modify the statement.

### **C. Faculty Workload**

Deborah Thomas provided an update on the Faculty Roles and Rewards (FRR) Task Force, stating that the workload policy draft developed by the FRR task force was misinterpreted. Individuals thought the draft came from the Provost when it was actually initiated by FRR members. This draft was intended to replace the two-sentence unclear statement that is currently in the Faculty Handbook. DT mentioned that the FRR report was submitted to the Provost and is going to the Deans Council to be voted on. It will then be submitted to the faculty for consideration. Forums will be organized at that time.

The committee also met twice at the beginning of the current academic year (August 25, September 10). Reports of these meetings will appear in the next Librarian's report.

*Submitted by Jean-Paul Carton, Chair. Adapted from minutes recorded by Kathy Thornton.*

#### **FACULTY DEVELOPMENT COMMITTEE**

Chair: Bill Yang

*No report submitted*

#### **FACULTY SERVICE COMMITTEE**

Chair: Michael Nielsen

*No report submitted.*

#### **FACULTY RESEARCH COMMITTEE**

Chair: David Alley

*No report submitted*

#### **GRADUATE COMMITTEE**

Chair: Richard Flynn

*No report submitted*

#### **UNDERGRADUATE COMMITTEE**

##### **MINUTES OF**

The Undergraduate Committee will have no minutes for Librarians Report and no oral report to give for the first Senate meeting. Everything from last year was approved during the summer meeting of the Faculty Senate.

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

*Chair: Linda Bleicken*

#### **Academic Advisory Council**

##### **Minutes**

**Tuesday, August 10, 2004**

**9:00 AM COST Building 2140**

Membership: Attending: Anny Morrobel-Sosa, James Bradford, Susan Braxton Davies, Brent Tharp, Charles Hardy, Diana Cone, Eric Hobson, Fred Whitt, Jane Hudak, Jayne Perkins, Linda Bleicken, Lucindia Chance, Mike Deal, Michael Moore, Ronald Shiffler, Bede Mitchell, Amy Heaston

Absent: Lisa Spence

1. Susan Davies provided us an update on Fall Orientations especially those scheduled immediately before classes begin.
2. Mike deal provided us enrollment information. Fall enrollment is currently up approximately 743 over the same time last year. We are looking at an enrollment possibly of between 16, 100 and 16, 200. Mike informed us that WINGS is remaining open and on a more convenient schedule than in the past. Mike provided us reminders and updates and announced new faculty WINGS training.
3. Eric Hobson, new director of the CET provided us with programming updates and the new “Center Piece” targeting new faculty.
4. There were no new “Announcements”
5. There was no “Old Business”
6. There was no “New Business”
7. Under “Round Table” we learned that some of the existing hardware systems in the Hollis Building were not working (Fred Whitt); We learned from Anny Morrobel-Sosa that exploding “In Focus” projectors of a certain model must be replaced; there was a brief discussion on imaging documents and reducing the paper load in Academic Affairs, including the possibility of making faculty/student evaluations available via the Web, and that Trey Denton is the new Institutional Effectiveness officer.

Respectfully submitted,

Michael Moore  
Senate Librarian

### ***Faculty Senate Librarian's Report October 19, 2004***

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

#### **ACADEMIC STANDARDS COMMITTEE**

##### **Academic Standards Committee**

Chair: Patricia Humphrey

No report

#### **ELECTIONS COMMITTEE**

Senate Elections Committee

Meeting Minutes September 28, 2004

Attending: Debra Sabia, Chair  
Ardian Greca, CIT  
Leslie Fletcher, COBA  
Jim Lobue, COST  
David Lowder, LIB  
Dave Robinson, CLASS  
Ming Fang He, COE  
Mark Edwards, SEC

Non-Attending: Jennie Dilworth, CHHS

Committee members reviewed each of their unit's election procedures. The task at hand was to ascertain the similarities and differences among units, to identify those procedures that appear to be working well and to identify those procedures that are not. CLASS Representative, Dr. David Robinson noted that during the Senate elections in the Spring, CLASS suffered from a variety of network problems as well as from a laborious run-off process. The committee agreed to continue discussing means for solving both of these difficulties in its goal of streamlining the election process.

To facilitate communication and uniformity of process, members discussed the need for all Senate Election Committee members to sit in each of their unit's election committees.

To facilitate each unit's election process, members discussed the need for each unit to run all of their elections simultaneously with the Faculty Senate and University elections.

Discussion then turned to the problem of vacancies and apportionment. Members expressed concern that some units currently lack an accurate listing of all of their full-time teaching faculty. Members discussed the need for creating more appropriate lists.

Members discussed whether the Provost's office could help with this problem by providing the committee with a current list of all those in the Corp of Instruction. Such information could then be made available at the start of every academic year. If the committee had this information by September 1<sup>st</sup>, for example, it could conduct apportionment calculations earlier than January, which is currently the case.

CLASS Representative, Dr. David Robinson offered to help the committee create a data base that would list all full-time faculty, suggesting that such a data base could be updated every year. COST Representative, Dr. Jim Lobue reminded the committee that current Bylaws say that apportionment is done annually in January and that if we can move calculations to the fall semester, we will need to request a Bylaws change.

Finally, the committee decided that the next meeting would be used to continue reviewing each unit's election procedures, to continue evaluating those procedures, and to work toward suggesting improvements that can ultimately streamline the process.

The meeting was adjourned at 9:10am.

Minutes Submitted by: Dr. Debra Sabia, Chair

**FACULTY WELFARE COMMITTEE**  
**Faculty Welfare Committee**  
Chair, Jean-Paul Carton

The FWC met on August 25, September 10, and September 20.

At its 8-25-04 meeting, the FWC approved the report of previous activities to be published in the upcoming Librarian's report. The committee also approved the recommendation of the Shared Governance Subcommittee to follow the Provost's recommendation (April 9 meeting with the Provost) to try and implement the policy passed at the February meeting before attempting to further modify the Shared Governance statement. Members of the Faculty Workload Subcommittee made arrangements to attend the Faculty Roles & Reward Forums.

At its 9-10-04 meeting, in response to the charge concerning the 15-hour workload statement submitted to the Provost in the Spring for inclusion into the *Faculty Handbook* (attachment), the FWC voted unanimously to recommend keeping the first paragraph of 216.07 as it currently is and deleting the second paragraph of 216.07. Concerning the idea of a University Tenure and Promotion Committee suggested by a faculty member to the committee last Spring, there was discussion as to whether or not the current system is broken and how much work should be done in the absence of clarification. Most of the committee agreed that the explanation given by the Provost's Office of last year's Tenure and Promotion cases were not so egregious as to justify an overhaul of current policies. The committee collectively reiterated the need that clear policies for Tenure and Promotion be written and available to each faculty member in every academic department on campus. By committee acclamation, the question of tenure and promotion was put aside until further clarification is forthcoming from the Provost's Office or the Faculty Senate.

At the 9-24-04 meeting of the FWC, Denise Battles, Chair of the Task Force on Faculty Roles and Rewards, presented a summary of task force's draft report and answered questions from the committee. The committee was provided a summary of 14 recommendations contained in the task force's draft report. A discussion of the recommendations followed and centered on the issue of faculty members being able to choose their own workload assignments with the consultation of their department chair under the proposed recommendations. Since the chosen workload assignments would be tied to the annual evaluations, faculty members are less likely to be surprised by their annual evaluation than under the current system. The committee agreed that there was nothing to take action on regarding the draft report at this time, thus no vote was taken. Amy Heaston informed the committee that, based on information shared by the FWC at its meeting on September 10th, the Provost is meeting with the SEC chair to discuss presenting the FRR report to the Faculty Senate.

The committee next discussed a motion concerning Section 208 (page 31) of the *2004-2005 Faculty Handbook*. The motion was to eliminate the following paragraph from the handbook:

At Georgia Southern, promotion to the rank of associate professor is typically not considered until the sixth year of service at the rank of assistant professor, four of which have been at Georgia Southern; promotion to the rank of professor is typically not considered until the seventh year of service at the rank of associate professor, five of which have been at Georgia Southern.

A motion was made to recommend to the faculty senate that the above paragraph be deleted from the *Faculty Handbook*. The motion was seconded. The discussion focused on the fact that an individual is permitted to apply for promotion early if he chooses, but that clearly outstanding performance in all three areas of evaluation will be required for the application to be successful. The committee felt that nothing in the paragraph under consideration denied the faculty member the right to apply early. The committee also noted that there have been cases where a faculty member is hired at Georgia Southern either at the rank of associate professor or professor. The current policy thus allows Georgia Southern the flexibility to hire an individual at a higher rank

when such action is warranted. By a 5-4 vote the committee voted to recommend to the Faculty Senate that the above paragraph not be deleted from the *Faculty Handbook*.

The final item discussed at the 9-24 meeting was a motion concerning supplementary procedures for faculty dismissal. This motion was originally made at the September 16 Faculty Senate meeting and was referred to our committee for further review. Prior to the meeting, Jean-Paul Carton, Chair of the committee, received a written opinion from Jeffrey McLellan, University Attorney in the Office of Legal Affairs, regarding the motion as it applies to Section 210.02 of the *Faculty Handbook*. His opinion stated that a faculty member who is called to a meeting with an administrator for disciplinary action is not entitled to bring private counsel or, in the absence of private counsel, another individual to serve as advocate/witness to the proceedings. In its discussion, the committee expressed confusion about what disciplinary actions the original motion applied to and decided to continue the discussion of this issue at its next meeting, scheduled for October 8.

Submitted by Jean-Paul Carton, Chair. Adapted from minutes recorded by Bob Cook (8-25-04), Barry Balleck (9-20-04), and Bill Levernier (9-24-04).

#### **FACULTY DEVELOPMENT COMMITTEE**

Chair: Bill Yang

#### **Faculty Development Committee**

**9-16-2004**

**5:00 – 5:40 pm**

#### **Minutes**

In attendance were Bill Yang, Sonny Butler, Morgan Miles, Lorraine Gilpin, Mercy Popoola, Quentin Fang, and Eric Hobson.

Bob Fernekes was attending the Senate meeting at the same time. Darin Van Tassell did not receive the notice due to a technical mistake in e-mail (Bill Yang's responsibility)

1. The calendar was provided and discussed. Two weeks after (or thereabout) a proposal deadline, the committee will meet to rank the proposals.
2. Minutes. Bill Yang suggests, and it is agreed, that members take turn to write minutes.
3. Budgeting – Eric stated that we start with approximately \$97K for development of instruction, travel and summer award after the (two) awards for excellence in teaching are subtracted. The 1<sup>st</sup> round is open for travel throughout the academic year.
4. Quentin requested ranking criteria and Eric provided score sheets and criteria.
5. Eric will also provide the e-version of those sheets and criteria. Committee members will e-mail their completed score sheets to Eric before a meeting
6. Morgan asked about the use of the FDC for post-tenure review development.
7. Next meeting will be scheduled on September 30. Bill will e-mail the schedule for future meetings soon.

**Georgia Southern University  
University Library Committee Minutes**

**September 23, 2004**

**8:00 to 9:30 AM**

**Nessmith-Lane Continuing Education Dean's Conference Room**

Chair: Michele Davis McGibony

**Voting Members in Attendance:** Joelle Romanchik-Cerpovicz, Sungrae Cho, Thomas Klein, Michele Davis McGibony, Susan Trimble, Sonya Shepherd

**Non-Voting Member in Attendance:** Bede Mitchell and Christopher Brown

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1. Michele Davis McGibony welcomed the committee members, asked for introductions, and discussed the charge of the committee and the roles of each of the members.
2. Chris Brown (SGA Representative) moved that the copiers in the library be made free to all members of the university. This idea was discussed by the committee, and it was determined the best course of action would be for the SGA to make a proposal to the Student Technology Fee Committee with the endorsement of the Library Committee.
3. Ann Hamilton (Associate Dean of the Library) gave an update on the Library Construction Project and provided the committee members with a time line. She discussed the fact that Phase I would deal mostly with the parking situation at the library and that Phase II would radically change the library. She plans to give a more detailed update on Phase II at another meeting.
4. Thomas Klein (CLASS) began a discussion on several of the background documents. He first noted the difference in the Total Library Expenditures per Person Enrolled between our University and Valdosta State University. Bede Mitchell (Dean of the Library) addressed this issue. Thomas Klein requested clarification of terms (Approvals, SOLINET, and Sub. & STO.) in the FY2005 Library Allocation document.
5. Bede Mitchell (Dean of the Library), while discussing library expenditures, noted that the University is now paying for access to ProQuest after Galileo dropped it from their system. He suggested a future agenda topic should be a discussion of both databases, EBSCO and ProQuest to include their differences and the need for access to both on our campus.
6. This lead to a discussion by most of the committee members on electronic books and journals, open-access journals, and GIL (Galileo Integrated Library) Express.
7. Sonya Shepherd (Library) noted the Liaison Program which designates one department member of the library for each college as that college's liaison as a new program.

*Respectfully submitted, Michele Davis McGibony, Chair*

#### **FACULTY SERVICE COMMITTEE**

Chair: Michael Nielsen

Faculty Service Committee Minutes

October 1, 2004

In Attendance:

Michael Nielsen (chair, CLASS), John Brown (COBA), Wendy Chambers (COE), Diana Cone (VPAA delegate), Cynthia Frost (LIB), Youming Li (CIT), Starla McCollum (CHHS),

Not Attending:

Charles Champ (COST), Mildred Pate (CLASS)

Committee members introduced themselves and reviewed the committee's charge. Discussion of the importance of the evaluation criteria ensued, and committee members with previous experience described to new members the types of funding proposals they dealt with last year.

The high importance of the letters to applicants was discussed next. The meeting concluded with a discussion of the time frame for dealing with the first round of proposals. The next meeting will occur within a week of the October deadline for informing applicants of the committee's decision.

Respectfully submitted by Michael Nielsen

## **FACULTY RESEARCH COMMITTEE**

Chair: David Alley

Minutes from Meeting of Faculty Research Committee

October 1, 2004

### I. Welcome

Dr. Alley welcomed the committee members. Minutes from last meeting approved by unanimous vote.

Committee acknowledged letter of appreciation from Dr. Edward Smith for his award for Excellence in Research from the Faculty Research Committee.

### II. Notice of Research Grants Competition

- a. Application procedures and review process for fall competition, with a rating of 0-5. Timeline will be established to get proposals out and recommendations from the committee to the Chair before the meeting to make final decisions on each proposal.
- b. Electronic submission is acceptable or proposal can be on disk (must be in PDF, MS Word, or WordPerfect format). Paper submission is acceptable, as well, but only one hard copy required (will be changed to so indicate this on the web page. **Must turn in hard copy with Dept Chair and Dean's signature.**)
- c. More money available for the fall competition than in previous years. Notice that this is the last Fall competition and there is an increase in amount of funds available for this competition.
- d. Deadline is 25 October. Award announcement is Dec. 1, 2004.
- a. Note: 16,17,18 Nov tentative meeting dates

### III. Policy Issues

- a. Repeat recipients for eligible for Awards for Excellence?  
Five-year wait period for repeat Award for Excellence in RESEARCH winners (unanimously voted by committee).
- b. Eligibility of full-temporary faculty. Eligible, but must spend money prior to end of employment.
  - a. Eligibility of co-pi's if one were a prior-year recipient. Not eligible, but can participate as a research associate
  - a. Publication funds available for faculty. Set aside \$4,000 of Fall-money to help defer peer-reviewed page charges up to \$500 per publication. Committee each funding cycle will decide the amount of money to set aside for this purpose. The page charge requests will be evaluated by the Grants Research Director and the Chair of the Faculty Research Committee (unanimously approved.)
  - a. Stipends – Two proposals, a set amount be set aside (\$3000) for summer stipends and no stipends. Alternatively, if money is available, stipend requests can be made available. Vote for no stipends at all, (vote: 5 vs 3).
  - a. Conference attendance – Recitals, Performances, presentations, will be allowed as budgetary items. (vote: unanimously carried).

## **GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

## **GRADUATE COMMITTEE MINUTES**

March 24, 2004, Conference Room, College of Graduate Studies

Present: Dr. Richard Flynn, CLASS; Dr. Charles Hardy, COGS; Dr. Donna Hodnicki, CHHS; Dr. Deborah Thomas, COE; Dr. Kathleen Gruben, COBA; Dr. Jim Harris, CIT; Dr. Bede Mitchell, LIB; Dr. Carol Cornwell, CHHS

Others: Dr. Donna Saye, COST; Dr. Mike Deal, Registrar; Dr. Dick Diebolt, COGS; Dr. David Alley, CLASS; Ms. Melanie C. Reddick, COGS

Dr. Richard Flynn, Chair, called the meeting to order at 3:30 p.m.

#### **I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

#### **II. APPROVAL OF MINUTES**

Minutes of the February 26, 2004, Graduate Committee meeting were approved as written.

#### **III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS**

COLLEGE OF SCIENCE & TECHNOLOGY

##### **School of Technology**

##### **Course Revision**

##### **TMFG 5230G International Manufacturing**

A study of opportunities, issues, and problems involved in manufacturing products for import and export, and in dealing with global suppliers of materials, parts, and assemblies. Focus is on those aspects unique to the management of technical operations, such as ISO (International Organization for Standardization) quality standards, scheduling, and technology transfer. Additional topics may include transportation, Customs documentation, global trends and trade policies, and cultural issues. 3 hours credit.

Justification: This change in catalog description is intended to more clearly describe the nature and focus of this Technology course, especially in terms of contrast with any course of similar title that may be offered by other academic units such as COBA/MGMT.

MOTION: Dr. Deborah Thomas motioned to approve this course revision from the School of Technology. Dr. Kathleen Gruben provided the second. The motion was passed.

#### **IV. OLD BUSINESS**

#### **V. NEW BUSINESS**

Dr. Richard Flynn presented a change to the Bylaws of the Faculty Senate to reflect the recently approved changes made to the Graduate Faculty Model. The suggested changes [**bold**] are indicated below:



Section 13. Voting membership of the Graduate Committee shall be composed of senators representing each college and the library, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, the Dean of Graduate Studies, and a Graduate student elected by the Graduate Student Organization. Senate and faculty representatives ~~must hold graduate faculty status, full or associate~~ **[must be members of the graduate faculty]**. The Chair shall be a senator elected by the voting members of the committee.

MOTION: Dr. Bede Mitchell motioned to authorize Dr. Richard Flynn to bring the change before the Faculty Senate. Dr. Deborah Thomas provided the second. The motion was passed.

## **VI. OTHER**

Dr. David Alley, Chair, Faculty Research Committee presented an update on the procedures/policies of the Faculty Research Committee. Discussion followed resulting in suggestions from the Graduate Committee.

## **VII. ANNOUNCEMENTS**

## **VIII. ADJOURNMENT**

There being no further business, Dr. Donna Hodnicki motioned that the meeting be adjourned. Dr. Carol Cornwell seconded the motion. It was passed. The meeting was adjourned at 4:40 pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

## **GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

## **GRADUATE COMMITTEE MINUTES**

May 27, 2004, Conference Room, College of Graduate Studies

Present: Dr. Charles Hardy, COGS; Dr. Bob Fernekes, LIB; Dr. Cindi Chance, Academic Affairs; Dr. Delores Liston, COE; Dr. David Stone, COST; Dr. Bede Mitchell, LIB; Dr. Kathleen Gruben, COBA;

Others: Dr. John R. Diebolt, COGS; Ms. Melanie C. Reddick, COGS; Dr. Rick Carter, CHHS; Dr. Sandra Peacock, CLASS; Dr. Donna Saye, COST

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

### **I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

### **II. APPROVAL OF MINUTES**

Minutes of the April 20, 2004, Graduate Committee meeting were approved as amended.

### III. CURRICULUM AMENDMENTS/PROGRAM PROPOSALS/PROGRAM ANNOUNCEMENTS

#### COLLEGE OF EDUCATION

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

##### Program Revision

Revise the M.Ed. in Counselor Education; Track Three: Student Services in Higher Education to eliminate the M.Ed. comprehensive examination and substitute a professional portfolio.

Justification: As the Counselor Education Program prepares to apply for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); program requirements that best meet CACREP standards and demonstrate student competencies are important improvements. The counseling program faculty supports substituting a professional portfolio instead of a comprehensive exit examination for our graduate students completing the student services in higher education track in the MED Counselor Education Program.

As applied practitioners, students seeking jobs in student services in higher education need to demonstrate skill-based competencies by practical application. The professional portfolio will demonstrate these competencies and further meet CACREP specialized program standards for student services. Portfolios will be similar to portfolios used in other MED graduate professional preparation programs.

MOTION: Dr. Delores Liston motioned to approve the program revision from the Department of Leadership, Technology and Human Development. Dr. Bede Mitchell provided the second. The motion was passed.

#### College of Science and Technology

#### Department of Biology

##### Selected Topics Announcement

##### **BIOL 5099G Selected Topics: Aquatic Ecology**

Justification: Biology has offered a four-credit Aquatic Ecology Course in the past that has included a one-hour laboratory. A decision was made to offer the course without a lab Fall 2004 so that more students could be accommodated. We view this as a temporary situation and, therefore, request that this course be listed as a selected topics course. Graduate students will complete additional work including an annotative bibliography on a topic assigned by the instructor.

##### **BIOL 5099G Selected Topics: Physiological Ecology**

Justification: There is a need for three hour lecture classes (i.e., no lab component) in the Department of Biology because of the demand for such courses by the large numbers of majors within the department as well as science education majors from other departments. This class will fulfill that need. In addition, this class provides a unique perspective on biology

because it integrates concepts from several subdisciplines (physiology, biochemistry, ecology, and evolution) and forces students to think across traditional, but artificial scientific divisions. Graduate students will complete extra work.

**BIOL 5099G**

**Selected Topics: Plant Diversity**

Justification:

The Biology Department is in the process of reorganizing its Botany offerings. This course will complement the currently offered botanical courses and is needed as interest in Botanical courses continues to increase. Graduate students will complete additional work, including an annotated bibliography on a topic assigned by the instructor.

**Department of Mathematical Sciences**

Course Revisions

**MATH 3331**

**Analysis I to MATH 5331G Analysis I**

Introduction to the fundamental concept in real analysis such as limits, continuity, differentiability, convergence, sequences, series and integrability. Prerequisites: MATH 2243 and MATH 2332.

Justification:

The current number of this course does not reflect the actual level of the material; most students take it in their senior year, and some first-year graduate students (especially those who do not have an undergraduate degree in mathematics) also take the course. The change in catalog description is needed so that the description will accurately reflect the material covered in the course.

**MATH 5332G**

**Analysis II**

**Current Catalog Description:**

Continuation of the study of the fundamental concepts of real analysis, such as continuity, differentiation and integrability in Euclidean  $n$ -space. Metric spaces. Function spaces. Prerequisite: MATH 3331.

**Proposed Catalog Description:**

This is a continuation of Analysis I, including topics such as Riemann integration, infinite series, sequences and series of functions, metric spaces, and normed spaces. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: MATH 5331 or MATH 5331G. Three credit hours.

Justification:

Revised catalog description reflects material actually being covered in this course. The change in prerequisite reflects a change in the number of the prerequisite course.

New Course Proposal

**MATH 7331**

**Real Analysis**

Theory of Lebesgue measure and integration, monotone convergence, the dominated convergence theorem, Fubini's Theorem, Radon-Nikodym theorem, Riesz representation theorem,  $L_p$  and  $l_p$  spaces, functions of

finite variation, Stieltjes integral, absolute continuity. Prerequisite: MATH 5332 or MATH 5332G. Three credit hours.

Justification:

Real Analysis is a fundamental subject for the MS in Mathematics program. We have many faculty who are qualified to teach the course. This course will fill a gap in the curriculum between MATH 5332 (Analysis II) and MATH 7330 (Advanced Applied Analysis).

MOTION: Dr. David Stone motioned to approve the course revisions and the new course proposal from the Department of Mathematical Sciences. Dr. Bede Mitchell provided the second. The motion was passed.

**College of Business Administration**

**Department of Finance & Quantitative Analysis**

Course Revision

**MGNT 7331**

**Problem Solving with Quantitative Analysis**

**Current Catalog Description:**

Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

**Proposed Catalog Description:**

Graduate standing and (1. Completion of MGNT 6330 with a grad of C or better in the prior five-year period, or 2. Completion of both BUSA 3131 and BUSA 3132 with grades of C or better in the prior five-year period, or 3. Pass the MGNT 7331 prerequisite knowledge exam administered by the Director of COBA Graduate Studies).

Justification:

To insure ability of student to comprehend material.

MOTION: Dr. Bede Mitchell motioned to approve the course revision from the Department of Finance and Quantitative Analysis. Dr. David Stone provided the second. The motion was passed.

**College of Liberal Arts and Social Sciences**

**Department of History**

Course Revision

**HIST 7630**

**The Historian's Craft**

Change from S/U grading option to Normal (A-F) option and revise the catalog description.

**Current Catalog Description:**

HIST 7630, The Historian's Craft: This seminar introduces graduate students to professional aspects of teaching and pursuing research in history, including historiography, preparing a curriculum vitae, fundamentals of classroom teaching, and tutoring. 3 credit hours

**Proposed Catalog Description:**

HIST 7630, The Historian's Craft: This seminar introduces graduate students to critical elements of being a professional historian:

historiography, research methods, and the writing of history. 3 credit hours

Justification: Students in this course are required to begin identifying a potential area for thesis research (or area for research into their non-thesis project if they choose the non-thesis option) and write a substantial research paper on the historiography of their area of interest. The requirements and expectations for the course are sufficient that students should receive a letter grade rather than satisfactory/unsatisfactory.

MOTION: Dr. Bede Mitchell motioned to approve the course revision from the Department of History. Dr. David Stone provided the second. The motion was passed.

### **New Course Proposal**

#### **HIST 7990 Non-Thesis Project in History**

HIST 7990, Non-Thesis Project in History: Planned research and writing directed by student's advisor. Intended only for graduate students pursuing the non-thesis option in the M.A. program in History. This course cannot count as an elective. Variable credit.

Justification: Currently, students pursuing both the thesis and non-thesis options register for thesis credit when they are writing their theses or non-thesis papers. This option will allow the department and the Graduate College to distinguish easily between the two groups and permit more effective record-keeping.

MOTION: Dr. David Stone motioned to approve the new course proposal from the Department of History. Dr. Bede Mitchell provided the second. The motion was passed.

### **College of Health and Human Sciences**

#### **JIANN-PING HSU SCHOOL OF PUBLIC HEALTH**

### **New Course Proposals**

#### **KINS 7130 Nervous, Endocrine, Muscle, and Metabolic Exercise Physiology**

Explores the role of metabolism and the nervous, endocrine, and muscular systems on the response of the human body to acute and chronic exercise. (3 credit hours)

Justification: The information presented in this course will provide increased depth of understanding of the physiologic response to exercise. This course will fill a vital need in the progression of the students' knowledge and skills for success in the profession of exercise physiology.

#### **KINS 7239 Clinical Exercise Physiology**

Prepares the student to supervise and direct exercise for the management and rehabilitation of clinical cardiovascular, pulmonary, renal, and metabolic disease. (3 credit hours)

Justification: This course will provide a comparative advantage for the students in the field of exercise physiology. The information presented in this course

will provide increased depth of understanding on the role of exercise physiology in the management of disease to the students. This course will fill a vital need in the progression of their knowledge and skills for success in the profession of exercise physiology.

**KINS 7235**

**Instrumentation and Techniques in Biomechanics**

Provides students with theoretical knowledge and skills for the biomechanical analysis of movement. (3 credit hours)

Justification:

This course is necessary to enhance the students' basic knowledge of biomechanics equipment and analysis techniques in preparation for advancement in the field of biomechanics.

MOTION: Dr. Bede Mitchell motioned to approve the new course proposals from the Jiann-Ping Hsu School of Public Health. Dr. David Stone provided the second. The motion was passed.

Course Revisions

**KINS 7230**

**Cardiovascular, Respiratory, and Environmental Exercise Physiology**

**Current Catalog Description:**

Focuses on the study of the effects of exercise on the physiological function of the human organism with emphasis on theoretical orientations.

**Proposed Catalog Description:**

Focuses on the study of the effects of exercise on the physiological function of the human organism with emphasis on the cardiovascular and respiratory systems and the impact of the environment on physiological function.

Justification:

More accurately describes course content.

**KINS 7236**

**Cardiopulmonary Pathophysiology and ECG Interpretation**

**Current Catalog Description:**

Focuses on the study of the pathophysiology, epidemiology, and rehabilitation from the effects of cardiovascular disease. Students will learn electrocardiograph interpretation and become familiar with exercise prescriptions for persons with cardiovascular disease.

**Proposed Catalog Description:**

Focuses on the pathophysiology, epidemiology, and rehabilitation from the effects of cardiovascular and respiratory disease. Students will learn electrocardiograph interpretation and become familiar with exercise prescriptions for persons with cardiovascular and respiratory disease.

Justification:

More accurately describes course content.

**KINS 7237**

**Exercise & Special Populations**

**Current Catalog Description:**

Examines the aging process and the relationship between aging and the various physiological systems, the changes associated with the aging process and their impact on health and fitness.

**Proposed Catalog Description:**

Examines the various physiological processes as they are affected by pregnancy, maturation and aging, and how these changes alter a persons response to, and ability to participate in, exercise.

Justification: More accurately describes the course content.

MOTION: Dr. Bob Fernekes motioned to approve the course revisions from the Jiann-Ping Hsu School of Public Health. Dr. Bede Mitchell provided the second. The motion was passed.

**Department of Hospitality, Tourism, and Family & Consumer Sciences**

**Selected Topics Announcement**

**RECR 6030 Sport in the Global Marketplace**

Justification: This course examines the cultural production, meaning, promotion and consumption of sport, including issues in recreation and tourism, across social, political and economic systems in the international context.

**IV. OLD BUSINESS**

The College of Graduate Studies and the Registrar's Office initiated the campus wide email announcement (GSINFO) regarding the web posting of the Graduate Committee agenda items on May 21, 2004. This will be the standard protocol for future Graduate Committee web postings. (\*From April 20, 2004 minutes; \*\*From October 23, 2003 minutes)

\*Dr. Richard Flynn discussed the status of the campus-wide email announcement from the Office of the Registrar regarding the web posting of the Graduate Committee Agenda Items as discussed in the October 23, 2003 Graduate Committee meeting\* (in bold from October 23, 2003 Graduate Committee minutes). Discussion indicated the Registrar had agreed to consider this and implement it soon.

\*\*The Graduate Committee suggested to the Registrar that a campus-wide announcement be emailed from the Registrar's Office calling to their attention to posted Agenda items for upcoming Graduate Committee meetings. The Registrar's Office indicated that they were considering this and expected to implement the email announcement soon.

**V. NEW BUSINESS**

Dr. Charles Hardy distributed a copy of the Student Learning Objectives to the Graduate Committee. He also discussed the upcoming Fall 2004 Workshop for Graduate Program Directors and Educators.

**VI. ANNOUNCEMENTS**

Dr. Dick Diebolt shared information with the Graduate Committee regarding the upcoming new Graduate Student Orientation to be held Saturday, August 14, 2004 from 2:00 to 4:00 pm at the Nessmith Lane Continuing Education Building with a reception to follow.

**VII. ADJOURNMENT**

There being no further business, Dr. Cindi Chance motioned that the meeting be adjourned. Dr. Bob Fernekes seconded the motion. It was passed. The meeting was adjourned at 4:30 pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

**UNDERGRADUATE COMMITTEE  
MINUTES OF SEPTEMBER 22, 2004 MEETING  
3:00 P.M.  
Russell Union, Room 2041**

**Present:** Dr. Adrian Gardiner (for Ms. Camille Rogers); Dr. Elaine Gore; Dr. Helen Graf; Dr. Mary Hazeldine; Dr. Amy Heaston; Mr. Lili Li; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. John Murray; Ms. Charisse Perkins (SGA); Dr. Virginia Richards; Dr. Donna Saye; Mrs. Debra Skinner; Dr. Mark Welford; Dr. Jerry Wilson. **Visitors:** Dr. Pranoti Asher; Ms. Sharon Barrs; Dr. Jim Harris; Dr. Vladan Jovanovic; Mr. Wayne Smith.

Ms. Sharon Barrs, Chair of the 2003-2004 committee, called the meeting to order at 3:07 p.m.

**WELCOME AND INTRODUCTIONS**

Ms. Barrs introduced herself, then asked each person to give their name and the college or division they represent. There are seven new members on the committee.

**ORIENTATION**

Ms. Barrs distributed packets to each member of the committee. The packets contained a list of the committee members; a schedule of the 2004-2005 meetings; a copy of the Undergraduate Committee web page; the "Operating Code" for the Undergraduate Committee; and the "Summary of Non-Curricular Agenda Items" from the 2003-2004 meetings. These items should prove helpful to the new members on the committee, as well as the ones returning from last year.

**ELECTION OF NEW CHAIR**

Ms. Barrs read the section of the Faculty Senate *By-Laws* that states the requirements for the chair. The chair must be a senator and must be elected by the members of the committee. Having read this to the committee, Ms. Barrs then asked for nominations from the members. Dr. Helen Graf nominated Dr. Virginia Richards and Dr. Mary Hazeldine seconded the nomination. There were no further nominations. Dr. Richards was elected unanimously.

**VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**CENTER FOR INTERNATIONAL STUDIES**

Dr. Amy Heaston presented the following agenda item for the Center for International Studies as information only.

*Selected Topics Announcement*

**INTS 3090S The European Hospitality Industry**

This course will deal with the history, management and training styles, and service and culinary standards of the hospitality industry in Europe. Field trips to selected sites are an obvious requirement.

This course will be cross-listed with HNRM 3090S, a new course proposal from the Department of Hospitality, Tourism, and Family & Consumer Sciences.



## COLLEGE OF INFORMATION TECHNOLOGY

### DEPARTMENT OF COMPUTER SCIENCES

Dr. Ron MacKinnon presented the following agenda items for the Department of Computer Sciences. Dr. Jim Harris and Dr. Vladan Jovanovic were present to answer questions.

#### *New Course*

#### **CSCI 3232 Systems Software**

Provides basic concepts of computer software systems including operating systems, language translators, utilities, linkers and loaders, system component interface, diverse programming language concepts, and interfaces. Prerequisite: Minimum grade of "C" in CSCI 1302. Co-requisite: CSCI 3230.

This course will provide user view of operating systems and sufficient details of systems software utilities, compiler, etc., for computer science students as required for ABET accreditation.

A MacKinnon/Hazeldine motion was made to approve this new course. Discussion followed, which resulted in a "Friendly Amendment" by Dr. Murray to reword the description of the course to be more consistent with course descriptions presently in the catalog. The motion, as amended, was passed unanimously.

#### *Changes to the B.S. in Computer Sciences Program Catalog Page*

Move CSCI 5330, Algorithm Design and Analysis, from Elective to Required

Move CSCI 5335, Object-Oriented Design, from Elective to Required

Move CSCI 5232, Operating Systems, from Required to Elective

Move CSCI 5434, Theory of Programming Languages, from Required to Elective

Add CSCI 4890, Directed Study in Computer Science, as Required course

Add CSCI 5090, Special Topics, as an Elective

Delete MATH 2332, Mathematical Structures, from Area F and replace with MATH 2130, Discrete Mathematics

Delete STAT 5531, Statistical Methods, from Major Requirements and add STAT 2231, Introduction to Statistics, to Specific Requirements

Delete MATH 3337, Probability, from Major Requirements

Delete MATH 2331, Elementary Algebra, from Specific Requirements

Change "Other Program Requirements" to read: "A grade of 'C' or above is required for each CSCI course taken in the major. This applies to all courses (lower- and upper-division.)"

#### *Prerequisite Changes*

**FROM: CSCI 2230 C++ Programming**  
CSCI 1302 in a language other than C or C++ programming language

**TO: CSCI 2230 C++ Programming**  
Minimum grade of "C" in MATH 1111

**FROM: CSCI 3230 Data Structures**  
Minimum grade of "C" in CSCI 1302

**TO: CSCI 3230 Data Structures**  
Minimum grade of "C" in CSCI 1302 and MATH 2130

**FROM: CSCI 3236 Theoretical Foundations**  
A minimum grade of "C" in both MATH 2332 and CSCI 1302

**TO: CSCI 3236 Theoretical Foundations**  
Minimum grade of "C" in CSCI 1302 and MATH 2130

<b>FROM:</b>	<b>CSCI 5230</b>	<b>Discrete Simulation</b> Minimum grade of “C” in CSCI 3230 and STAT 5531 or permission of instructor
<b>TO:</b>	<b>CSCI 5230</b>	<b>Discrete Simulation</b> Minimum grade of “C” in CSCI 3230 and STAT 2231 or permission of instructor
<b>FROM:</b>	<b>CSCI 5232</b>	<b>Operating Systems</b> Minimum grade of “C” in CSCI 3230 and CSCI 3231 or permission of instructor
<b>TO:</b>	<b>CSCI 5232</b>	<b>Operating Systems</b> Minimum grade of “C” in CSCI 3230 and CSCI 3232 or permission of instructor
<b>FROM:</b>	<b>CSCI 5330</b>	<b>Algorithm Design and Analysis</b> CSCI 3230 and CSCI 3236
<b>TO:</b>	<b>CSCI 5330</b>	<b>Algorithm Design and Analysis</b> Minimum grade of “C” in CSCI 3236 and MATH 2242
<b>FROM:</b>	<b>CSCI 5332</b>	<b>Data Communications and Networking</b> Minimum grade of “C” in CSCI 5232 or permission of instructor
<b>TO:</b>	<b>CSCI 5332</b>	<b>Data Communications and Networking</b> Minimum grade of “C” in CSCI 3232, CSCI 5331, and STAT 2231 or permission of instructor
<b>FROM:</b>	<b>CSCI 5430</b>	<b>Artificial Intelligence</b> Minimum grade of “C” in CSCI 3230 or permission of instructor
<b>TO:</b>	<b>CSCI 5430</b>	<b>Artificial Intelligence</b> Minimum grade of “C” in CSCI 3230 and CSCI 5330 or permission of instructor
<b>FROM:</b>	<b>CSCI 5436</b>	<b>Distributed Web Systems Design</b> A grade of “C” or better in CSCI 3230 or its equivalent
<b>TO:</b>	<b>CSCI 5436</b>	<b>Distributed Web Systems Design</b> Minimum grade of “C” in CSCI 5432
<b>FROM:</b>	<b>CSCI 5530</b>	<b>Software Engineering</b> A minimum grade of “C” in CSCI 3230 or permission of instructor
<b>TO:</b>	<b>CSCI 5530</b>	<b>Software Engineering</b> Minimum grade of “C” in CSCI 5330, CSCI 5335, and CSCI 5432 or permission of instructor

A MacKinnon/Welford motion to approve these prerequisite changes for these CSCI courses was passed unanimously.

The rationale for all these changes to the Computer Science curriculum is to help students compete and focus on design and innovations. The objective is to better balance theory with practice, and now that Computer Science is no longer a part of the Department of Mathematics, to deliver contemporary Computer Science content that will be more appropriate for students who are interested in a technologically and rapidly changing field.

*Revise Requirements for Minor in Computer Science*

Prerequisites for Minor Program Courses (19 hours)

CSCI 1301, CSCI 1302 Programming Principles I and II (7)

Required Courses (6 hours)

CSCI 3230 Data Structures (3)

CSCI 3232      Systems Software (#)  
Upper Division Courses (6 hours)  
Six hours from CSCI upper division courses accepted for the major in Computer Sciences.  
Suggested courses are: CSCI 5432, Database Systems (3); and CSCI 5335, Object  
Oriented Design (3)

Following discussion, a MacKinnon/Murray motion to approve these revisions was withdrawn.  
The item was withdrawn and will be presented at a future meeting.

**Dr. Michael Moore requested that, because he had to leave the meeting to go to class, the committee deviate from the agenda in order to allow for discussion of an item under “Other Business.” The chair granted permission for this variance from the regular agenda.**

**(See this item under “Other Business” below.)**

## **COLLEGE OF HEALTH AND HUMAN SCIENCES**

### **DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**

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

#### *New Course*

#### **HNRM 3090S**

#### **Selected Topics in Hotel and Restaurant Management**

Provides students with the opportunity to study contemporary and international topics and issues relevant to the hotel and restaurant management profession.

This course will enable students and faculty to study dynamic topics in the rapidly expanding field of hotel and restaurant management including issues such as international hotel and restaurant and other topics as part of their program of study. This course will be cross-listed with INTS 3090S, The European Hospitality Industry.

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

## **OTHER BUSINESS**

#### *Catalog Changes Not Approved By Committee*

Dr. Michael Moore presented an item of concern regarding the B.F.A. in Art Concentration in Graphic Design. This stemmed from an article in *The George-Anne*. Upon checking into this problem, it was discovered that the “Program Requirements” that appear in the 2004-2005 catalog did not go through the proper channels for approval before being published in the catalog. This was brought to the attention of the Art Department. The chair of the department thought the item was on the UGC agenda at the January 2004 meeting. They will present this at an upcoming UGC meeting. Mr. Wayne Smith, from the Registrar’s Office, stated that the procedures for proofing the catalog have been revised in an effort to assure that this error does not occur in the future. One concern of Dr. Moore is for seniors whose portfolios do not pass review and who must then enter another concentration in Art or wait a year before presenting their portfolios again.

#### *COBA Curriculum Agenda Items*

Dr. Mary Hazeldine stated, as information only, that procedures have changed in the College of Business Administration. The entire faculty of the college must approve curriculum changes before they are submitted to the Undergraduate Committee. This presents a problem regarding the deadline for submission of agenda items.

### *Change in Location of Meetings*

Beginning with the October 18 meeting, the committee will meet in Room 3214 of the Information Technology Building. This is a computer lab. This move is the result of a suggestion from last year's committee. Each member will have access to a computer, and the agenda and attachments can be viewed electronically, thereby saving excessive copying costs. This arrangement will also allow access to BANNER.

### **ADJOURNMENT**

With no further business to come before the committee, the meeting was adjourned at 4:13 p.m.

Respectfully submitted,

Faye Bacon  
Recording Secretary

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

*Chair: Linda Bleicken*

Academic Advisory Council

Minutes

Tuesday, September 7, 2004

9:00 AM Union Room 2073

Membership: Attending: Anny Morrobel-Sosa, James Bradford, Susan Braxton Davies, Brent Tharp, Charles Hardy, Diana Cone, Eric Hobson, Fred Whitt, Jane Hudak, Jayne Perkins, Linda Bleicken, Stephanie Kenney (Lucindia Chance), Mike Deal, Michael Moore, Ronald Shiffler, Bede Mitchell, Amy Heaston, Lisa Spence

Lisa Spence updated us on iNetwork newsî and provided us an overview of the Wireless Network Project (see handout). There were a number of questions and comments.

Mike Deal provided us enrollment information (see handout). Fall enrollment is hovering around 16,285 with a cancellation coming 9/14. Attendance verification was an easier process this year. Midterm grade reporting is due October 1. Notification of deficient grades goes out to students and advisors on October 4. Mike handed us the Registration schedule for Spring term. Graduation schedule has been approved for Friday December 10 (see handout).

Susan Davies provided us Freshman enrollment data by major and SAT. She also provided us information on freshmen transfers by major and hours earned. Deans are encouraged to attend at least one of the Recruitment Events (see handout). Scholarsí Day information was circulated. October 15 is the day Colleges should designate scholarship information for SD.

Eric Hobson, new director of the CET provided us with the new iCenter Pieceî targeting new faculty. New faculty is urged to attend the New faculty Seminar and a list of attendees would be circulated to deans. Eric also encouraged those involved in searches to include a visit to the CET for interviewees.

Michael Moore circulated the minutes of the previous meeting. Revisions should be sent to him. Also, the Faculty Senate meets Thursday September 16. There are new information items posted on the Senate Website.

There was no Old Business

There was no New Business

Advisory Council adjourned.

Submitted:

Michael Moore

## ***Faculty Senate Librarian's Report November 17, 2004***

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

### **ACADEMIC STANDARDS COMMITTEE**

#### **Academic Standards Committee**

Chair: Patricia Humphrey

No report

### **ELECTIONS COMMITTEE**

Senate Elections Committee

Senate Elections Committee

Meeting Minutes

October 19, 2004

Attending: Debra Sabia, Chair  
Jennie Dilworth, CHHS  
Ardian Greca, CIT  
Leslie Fletcher, COBA  
Jim Lobue, COST  
David Lowder, LIB  
Ming Fang He, COE  
Mark Edwards, SEC

Non-Attending: David Robinson, CLASS

Committee reports were distributed to members for discussion of election procedures for each unit. Dr. Sabia asked whether the university would benefit from a more centralized structure for running elections. Dr. Dilworth reminded the committee that operating procedures had already been created by the Senate Elections Committee and that each unit's electoral process was to dovetail with those guidelines. Dr. Lobue reviewed with members these Election Operating Procedures and discussed the need for updating and revising them. In particular, he noted dates in the procedures that were not realistic based on a variety of factors.

Next, members discussed their unit's procedures and their unit's successes and difficulties in adequately preparing for and running senate and university elections. Members agreed that each unit should continue to run their own elections and to maintain their own electronic technologist.

To address a noted difficulty, discussion ensued over whether the university would benefit from the creation of an electronic database that would list all members of the Corp of Instruction who are eligible to vote in elections. The database could be created by Dr. David Robinson and updated each year. Dr. Robinson is willing to construct the database and could have it in place by mid-January. Dr. Fletcher asked whether there was a need for such a database and Dr. Lobue explained that the committee's previous experience had demonstrated that the Corp of Instruction lists provided by the Deans for each unit have often been incomplete. Dr. Lobue also suggested that a comprehensive database might also generate a list on the web that would be assessable to each unit's election committees. Dr. Lowder asked whether there might be included in the database some record of those who had served in elected positions each year. This information could help to determine those in the Teaching Corp who are not eligible to run for reelection and it would also provide helpful information about existing vacancies. The Chair said that Dr. Robinson would be consulted about such possibilities. Dr. Lobue asked the Chair of the committee to contact Ms. Ginger Malphrus to see whether the President's office would work with Dr. Robinson to help develop this database.

Dr. Fletcher mentioned that the only university-wide election that the Senate Elections Committee is responsible for running is that of the Campus Life Enrichment Committee (CLEC). She wondered whether Ginger's office might run this one election for us. The Chair said that she would inquire as to this possibility.

Finally, the committee discussed the need for each member to certify with the Dean's office that their unit's current (Fall 2004) Corp of Instruction list is correct.

The meeting was adjourned at 9:20am

Respectfully submitted,  
Debra Sabia  
Chair, Senate Elections Committee

## **FACULTY WELFARE COMMITTEE**

### **Faculty Welfare Committee**

Chair, Jean-Paul Carton

**At its 10-8-04** meeting the FWC discussed Don Fausett's motion concerning supplementary procedures for faculty dismissal (9-17/9-20-04 charge concerning section 210 of the faculty handbook). Prior to the meeting, Jean-Paul Carton had informally discussed with Don Fausett the nature of his intent in bringing forward a motion in the recent Faculty Senate meeting concerning faculty dismissal. JPC noted that DF had informed him that his original intention was not to limit the motion to Dismissal for cause but to make the policy as broad as possible. General discussion followed concerning the rights of faculty to appeal dismissal. Committee members also discussed the Weingarten rights, which according to Bob Hoell had been extended to non-union environment before possibly being rescinded. What are the current implications of those rights for the rights of faculty in institutions such as GSU? Are these rights the same as the rights referred to in the DF motion? JPC reminded the committee that University attorney, Jeff McClelland, has commented that the Fausett motion is trying to establish rights the faculty do not have. Dismissal policies as stated in the BOR Policy manual were reviewed, specifically Section 803.1102, which refers to the preliminary procedures required prior to formal dismissal proceedings. Section 1 of *Preliminary Procedures* seems to be the section which could be complemented by the Fausett motion since it mandates a "[d]iscussion between the faculty member and appropriate administrative officers looking toward a mutual settlement." The following section, Dismissal Procedures does state that "[d]uring the proceeding (formal hearing), the faculty member and the administration shall be permitted to have an academic advisor and/or counsel of his/her choice" and that "[t]he Hearing Committee will be permitted to have advisory counsel." JPC asked the committee to consider the possibility of adding a new section in the Faculty Handbook. Section 210.01 applies only to probationary faculty and to renewal and nonrenewal of contracts. Section 210.02 applies to dismissal for causes. Thus 210.03 might clarify faculty rights in the situations referred to by the Fausett motion. An alternative might be to have an entirely new section devoted to disciplinary action but this would go much beyond the DF motion and may necessitate the establishment of a taskforce. JPC added that Board of Regents' Policies do specify that additional standards and procedures may be adopted by individual institutions but that such procedures, however, must appear in the Statutes of the institutions. The articles proposed in the Fausett motion don't really fall under "Dismissal for cause" but might be related if their application is to be so broad as to cover all cases that might lead to a person leaving the institution against his/her will (including a "reluctant" resignation). Statutes changes do have to be approved by the BOR. Bob Cook suggested that the FWC had the following choices at this point : (1) the FWC can ask DF for a specific solution (that will satisfy BOR requirements) as to specifics for changes in the Faculty Handbook; (2) the FWC can express concern that faculty rights are threatened and take no further action; (3) the FWC can recommend a wording change in the Faculty Handbook; (4) the FWC can work out a motion to send to the Faculty Senate for consideration to send on to President Grube for purposes of dialogue between the Faculty and the President. Following a discussion of Section 210.02 of the Faculty Handbook, BC formulated the following motion : "*The FWC requests that DF suggest a more specific action for the FWC, such as suggesting corrections for the Faculty Handbook or some other appropriate motion.*" The BC motion was seconded and passed by committee members (yes: 7; abstention: 1). JPC informed the committee that he will report our discussion

and motion to the Senate Executive Committee Chair and that he will speak with DF again concerning the suggestions of the FWC.

Submitted by Jean-Paul Carton, Chair. Adapted from minutes recorded by Rosemarie Stallworth-Clark.

## **FACULTY DEVELOPMENT COMMITTEE**

Chair: Bill Yang

### **Faculty Development Committee Minutes**

October 14, 2004, CIT, Room 1305

Present: Bill Yang, COBA; Sonny Butler, CIT; Darin Van Tassell, CLASS; Morgan Miles, COBA; Lorraine Gilpin, COE; Mercy Popoola, CHHS; Quentin Fang, COST; and Eric Hobson, CET

Absent: Bob Fernekes, LIB (having e-mailed his vote and score before the meeting)

Dr. Bill Yang, Chair, called the meeting to order at 5:00PM.

#### **Agenda:**

- **Approval of minutes.** Minutes of the September 30, 2004, Faculty Development meeting were approved as revised.
- **Recommendation for educational leave application:** The Committee discussed the one application for Spring 2005 Educational Leave that was submitted for consideration and review. The Committee gave the application a unanimous positive recommendation and will forward its positive recommendation to the Provost for final review.
- **Leave application deadline rescheduling.** Eric led a brief discussion about the need to postpone any decisions until we have better indication of the campus calendar dates. Committee will review this deadline at its next meeting.
- **Discussion on and vote for Professional Travel Grant Funding.**  
Prior to this meeting, committee members determined points to award each Professional Travel Grant proposal and submitted the scoring grid to Eric at CET. At the start of the meeting, Eric provided committee members with the composite averages of the proposals in rank order by total score. In addition, he provided the committee with a recommended funding scale. The funding formula was as follows:  
24-26 points = 100% funding  
22-23.99 points = 80% funding  
20-21.99 points = 60% funding  
  
After discussion of the merits of the formula, the formula was unanimously accepted by the committee. Of the thirty applications reviewed, the committee approved twenty-two awards for funding (100% funding — 1; 80% funding — 11; 60% funding — 10). It is worth noting that 73% of all applications received funding.  
Letters to faculty will be provided to the Chair on Monday, October 18<sup>th</sup>.  
The amount awarded for Professional Travel Grant, Round 1 = \$13,708.00.
- **Schedule for Spring 2005.** Bill Yang requested that committee members forward their Spring 2005 schedules to him for the purpose of determining committee meeting times for the spring semester.



- **Next Meeting.** Faculty Development Committee will next meet during the week of January 31 – February 4, 2005. Exact time to be determined.
- The meeting adjourned at 5:40PM.  
Minutes taken and submitted by: Darin Van Tassell

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

**FACULTY SERVICE COMMITTEE**

Chair: Michael Nielsen  
 Faculty Service Committee  
 October 25 2004 Minutes

Attending:

John Brown (COBA)  
 Wendy Chambers (COE)  
 Charles Champ (COST)  
 Diana Cone (VPAA Delegate)  
 Cynthia Frost (LIB)  
 Youming Li (CIT)  
 Michael Nielsen (chair, CLASS)  
 Mildred Pate (CLASS)

Not Attending:

Starla McCollum (CHHS)

The committee deliberated over 15 proposals requesting \$45,164.05 in support of faculty service activities. One additional proposal was withdrawn by its author. Deliberations began before the meeting with committee members evaluating each proposal based on the criteria in the proposal guidelines:

- a) significance of the service project;
- b) clarity and documentation of the need for the project;
- c) appropriateness of the service method or strategies designed to meet the identified need;
- d) potential benefit to be derived from the service project;
- e) quality of the evaluation procedures;
- f) relationship of budget items to the overall project.

Overall rankings were compiled by the VPAA office, which also calculated for the committee the average rank of each project. Projects were discussed in order of their average rank. All committee members contributed actively to the discussion; Dr. McCollum provided written comments for the committee because she was unable to attend due to a class conflict. It was noted that the amount requested in the proposals exceeded the amount available to the committee for the entire year.

The committee voted to fully fund 1 proposal and partially fund 11 proposals in the amount of \$18,464. Funded proposals were:

- Community Plaza Project (Drs. Antonio Serna, Kent Rittschoff, Phillip Waldrop & David Alley)
- GMATYC - AMATYC Participation (Dr. Donna Saye)

- ICWC - Graduate Research Network (Dr. Janice Walker)
- Improving Access to Consumer Health Information (Dr. Bede Mitchell)
- Program Coordinator, AAG (Dr. Soren Larsen)
- Project Director, MAA (Dr. David Stone)
- Project Director, MAA (Dr. Patricia Humphrey)
- Project for Civic Engagement (Drs. Catherine Chaput, Lori Amy & Steven Engel)
- Service to S.E. Branch of the American Society for Microbiology (Dr. Laura Regassa)
- Timeshop (Drs. Annette Laing, Sandra Peacock & Robert Batchelor)
- Universidad Veracruzana - Xalapa (Dr. Debra Sabia)
- Wheeler County Women's Health Fair (Dr. Catherine Reavis)

We congratulate these colleagues and thank them for their service to the university and to our community.

Respectfully submitted by Michael Nielsen

**FACULTY RESEARCH COMMITTEE**

Chair: David Alley  
No report submitted

**GRADUATE COMMITTEE MEETING**

Chair: Richard Flynn

**GRADUATE COMMITTEE MINUTES**

September 23, 2004, Conference Room, College of Graduate Studies

Present: Dr. Charles Hardy, COGS; Dr. Robert Vogel, CHHS; Dr. Richard Flynn, CLASS; Dr. Jerry Wilson, COBA; Dr. Kim Ruebel, COE; Dr. Donna Saye, COST; Dr. Sonya Shepherd, LIB; Dr. Candy Schille, CLASS; Dr. Delores Liston, COE; Dr. Bede Mitchell, LIB; Dr. Jim Harris; CIT; Dr. Jennie Rakestraw, COE;

Others: Dr. John R. Diebolt, COGS; Ms. Velma Burden, Registrar; Dr. Brian Koehler, COST

Dr. Charles Hardy, Acting Dean of the College of Graduate Studies called the meeting to order at 3:30 p.m. He introduced Ms. Jody Fang, MFA student, whose paintings are on display in the Conference Room of the College of Graduate Studies. Ms. Fang discussed her paintings and the Graduate Committee complimented her on her work.

**I. APPROVAL OF AGENDA**

The agenda was approved as submitted.

**II. APPROVAL OF MINUTES**

Minutes of the May 27, 2004 Graduate Committee meeting were approved as written.

**III.** Dr. Candy Schille nominated Dr. Richard Flynn for Chair of the Graduate Committee. Dr. Bede Mitchell moved to close the nomination. Dr. Kim Ruebel seconded the motion. Dr. Richard Flynn was unanimously elected Chair.

- IV.** Dr. Dick Diebolt gave an update on the Electronic Theses and Dissertation (ETD) project and processes.
- V.** Dr. Charles Hardy presented the Graduate Committee with a summary of the Annual Report for the College of Graduate Studies.
- VI.** **ANNOUNCEMENTS** – Dr. Charles Hardy presented a Certificate Model and asked the Graduate Committee to review it and be prepared to act on it at the October 21, 2004 Graduate Committee meeting.

**VII. ADJOURNMENT**

There being no further business, Dr. Candy Schille moved that the meeting be adjourned. The meeting was adjourned at 4:05 pm.

Respectfully submitted,

Melanie C. Reddick  
Senior Secretary

**UNDERGRADUATE COMMITTEE**

**MINUTES**

**MEETING OF OCTOBER 18, 2004**

**UNDERGRADUATE COMMITTEE**

**3:00 P.M., College of Information Technology Building**

**Present:** Dr. Elaine Gore; Dr. Helen Graf; Dr. Mary Hazeldine; Dr. Amy Heaston; Mr. Lili Li; Dr. Ron MacKinnon; Dr. Michael Moore; Dr. John Murray; Dr. Virginia Richards; Ms. Camille Rogers; Dr. Donna Saye; Ms. Debra Skinner; Dr. Mark Welford; Dr. Jerry Wilson. **Visitors:** Dr. Randy Carlson; Dr. Bret Danilowicz; Ms. Candace Griffith; Dr. Jane Hudak; Dr. Vladan Jovanovic; Dr. David Mathew; Mr. Onyile Onyile; Dr. Sandra Peacock; Dr. Richard Rogers; Mr. Peter Smith; Mr. Wayne Smith; Dr. Darin Van Tassell.

Dr. Virginia Richards, Chair, called the meeting to order at 3:10 p.m.

**APPROVAL OF AGENDA**

Dr. Ron MacKinnon made a motion, seconded by Dr. Mary Hazeldine, to approve the agenda for the meeting. The motion was passed unanimously.

*VICE PRESIDENT FOR ACADEMIC AFFAIRS*

*CENTER FOR INTERNATIONAL STUDIES*

Dr. Darin Van Tassell presented the following agenda items for the Center for International Studies.

## **New Courses**

*INTS 3730*

*Introduction to the United Nations*

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

## **INTS 4330 Rhetoric of International Relations**

Examines the discourse of international relations from a rhetorical perspective. Emphasizes the analysis and criticism of persuasive messages used in international relations from Aristotlean, Neo-Aristotlean, dramatistic and narrative rhetorical theoretical bases. Prerequisite: Junior or senior standing, or permission of instructor.

A Wilson/Murray motion was made to approve these two new courses. Following discussion, a Graf/Moore motion was made to amend the first motion to include a change to the catalog description of INTS 3730. This motion was approved and, subsequently, the first motion was approved unanimously.

*ALLEN E. PAULSON COLLEGE OF SCIENCE AND TECHNOLOGY*

*SCHOOL OF TECHNOLOGY*

Dr. Bret Danilowicz presented the following items for the School of Technology.

### **Course Deletions**

**TCGT 1111 Computer Design/Applications**

**TCGT 1521 CAD Drafting**

**TCGT 1531 Architectural Design Graphics**

**TCGT 1535 GIS Technology**

*TCGT 3532 2D Computer Drafting*

The School of Technology is requesting the deletion of these five courses because they are no longer used in the curriculum.

A Murray/Welford motion to approve the deletion of these courses was passed unanimously.

*COLLEGE OF EDUCATION*

DEPARTMENT OF LEADERSHIP, TECHNOLOGY AND HUMAN DEVELOPMENT

Dr. Randy Carlson presented the following agenda item for the College of Education.

### **Selected Topics Announcement**

*EDLD 4090 Introduction to Treatment Planning for Troubled Youth*

Designed to help participants develop the knowledge and skills necessary to understand and implement effective treatment planning for troubled youth at the school site, as well as other educational and treatment units. Participants will be introduced to a transtheoretical model for examining change, motivation and the conceptualization of treatment goals. The course will address assessment, interviewing, case conceptualization, and implementation as it relates to

counseling and special education. In addition, the course will examine treatment team effectiveness from a counseling and special education perspective.

This announcement was for information only and required no committee action.

## **COLLEGE OF INFORMATION TECHNOLOGY**

### **DEPARTMENT OF COMPUTER SCIENCES**

Dr. Vladan Jovanovic presented the following items for the College of Information Technology.

#### **Catalog Descriptions**

*FROM: CSCI 1230 Introduction to BASIC Programming*

Basic concepts, logic and syntax of BASIC programming language. Elementary programming techniques and algorithms. Topics include: variables, arithmetic operations, input/output, If blocks, loop structures, subprograms, one- and two-dimensional arrays, file processing and applications.

*TO: CSCI 1230 Introduction to BASIC Programming*

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.

***Strings and GUI design are important topics. They have been taught and are now included in the description.***

*FROM: CSCI 1236 Introduction to Java Programming*

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, and event-driven programming.

*TO: CSCI 1236 Introduction to Java Programming*

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.

Strings is an important topic. It was an omission in the previous description.

*FROM: CSCI 1302 Programming Principles II*

A continuation of CSCI 1301. Emphasis is on advanced programming techniques such as recursion, data-driven design and implementation and file processing techniques.

*TO: CSCI 1302 Programming Principles II*

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.

GUI is an important topic. It was accidentally omitted in the previous description.

*FROM: CSCI 2230 C++ Programming*

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

*TO: CSCI 2230 C++ Programming*

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.

***The change of prerequisites allows use of this course earlier, and by students with less programming background, not only for transfer students. Content is broadened accordingly.***

*FROM: CSCI 3230 Data Structures*

Introduction to abstract data types such as lists, stacks, queues, and trees, algorithm analysis and memory management.

*TO: CSCI 3230 Data Structures*

Introduction to abstract data types such as lists, stacks, queues, and trees, and algorithm analysis.

*FROM: CSCI 4890 Directed Study in Computer Sciences*

Directed study under faculty supervision. Well prepared Computer Science majors may be permitted to enroll in an independent study upon the recommendation of a Computer Science faculty member.

*TO: CSCI 4890 Directed Study in Computer Sciences*

Directed study under faculty supervision. Seminar with at least one hour to be used as student engagement in service work.

*FROM: CSCI 5530 Software Engineering*

A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance.

*TO: CSCI 5530 Software Engineering*

This course serves as a major integrative, capstone experience for students and requires teamwork. A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance.

These catalog description changes are requested to consolidate approved changes in the Computer Sciences program.

A MacKinnon/Rogers motion to approve the changes was passed unanimously.

### **Changes to Minor in Computer Sciences**

**FROM:** Prerequisites for Minor Program Courses (17 hours)  
MATH 1441, 2242 – Calculus I, II (8)  
CSCI 1301, 1302 – Programming Principles I, II (7)  
Lower Division (3 hours)  
MATH 2332 – Mathematical Structures (3)  
Upper Division (12 hours)  
CSCI 3230 – Data Structures (3)  
CSCI 3236 – Theoretical Foundations (3)

**6 hours from CSCI upper-division courses accepted for the Computer Science major**

**TO:** Lower Division (7 Hours)  
CSCI 1301 – Programming Principles I (4)  
CSCI 1302 – Programming Principles II (3)  
Upper Division (9 Hours)  
CSCI 3230 – Data Structures (3)  
CSCI 3232 – Systems Software (3)  
CSCI 5335 – Object Oriented Design (3) **OR**  
CSCI 5432 – Database Systems (3)

A MacKinnon/Hazeldine motion to approve the changes to the Minor in Computer Sciences was passed unanimously.

*COLLEGE OF BUSINESS ADMINISTRATION*

*DEPARTMENT OF MANAGEMENT, MARKETING AND LOGISTICS*

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

**New Course**

*LOGT 4233      Logistics Executive in Residence*  
***A capstone, integrative, case course in logistics and transportation strategy. Students participate in an Executive in Residence program that provides interaction with top-level logistics and transportation executives. Prerequisites: A "C" or better in the following courses: LOGT 3231, LOGT 3232, LOGT 4231, and LOGT 4232.***

This course will provide the only LOGT elective in the major. It has been taught twice as a special topics course and has been very successful. Each class has brought together approximately 40 students and 12 executives.

A Rogers/Wilson motion to approve the new course was passed unanimously.

*COLLEGE OF HEALTH AND HUMAN SCIENCES*

**DEPARTMENT OF HOSPITALITY, TOURISM, AND FAMILY & CONSUMER SCIENCES**

Dr. Virginia Richards stepped aside as chair and asked Dr. Mary Hazeldine to preside for the next section of agenda items. Dr. Richards then presented the following items for the College of Health and Human Sciences.

**Course Deletions**

**FACS 2120      Relational Issues**  
*FACS 4010      Professional Development*

The course content in FACS 2120 is being used in a new course, and FACS 4010 is no longer needed.

**New Course**

*FACS 4138      Professional Development*  
A study of the unique and complex nature of communication within the family with specific application to careers in family and consumer sciences. Involves discussion of current issues and topics with a focus on professional ethics, professional employment opportunities, internships, development and growth, and current research themes within the profession. Should be taken one to two semesters prior to CHFD 4790.

This course is a combination of FACS 2120, Relational Issues, and FACS 4610, Senior Seminar. It is needed to meet the requirements for the Family Life Educator (FLE) Provisional Certification for graduating students in Child and Family Development, and to prepare students for internships, job applications, and career success.

A Wilson/MacKinnon motion to approve the two deletions and the new course was passed unanimously.

**Proposed Changes to the Child and Family Development Program of Study Under Major Requirements:**

**Change CHFD 3130, Research Methods in CHFD (3), to “CHFD 3130, Research Methods in CHFD (D) OR CHFD 4136, Assessment of Children and Families (3)”**

**Hours will change from 39 to 36**

**Under Non-Major Requirements:**

**Delete HLTH 3430, Sexuality Education (3); FACS 2120, Relational Issues in FACS (2); and FACS 4610, Senior Seminar (1)**

**Add FACS 4138, Professional Development (3)**

**Increase Guided Electives to 15**

**Hours will change from 15 to 18**

**(NOTE: See current and revised catalog pages in the attachments to these minutes.)**

These changes will allow students to pursue a minor of their choice with 15 hours of guided electives.

A Murray/Rogers motion to approve these changes to the B.S. in Child and Family Development Program of Study was passed unanimously.

*COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES*

*DEPARTMENT OF ART*

Mr. Peter Smith and Mr. Onyile Onyile presented the following item for the Department of Art.

**Changes to Graphic Design Concentration in BFA Degree in Art**

**Changes under “Major Requirements” sections to incorporate New Courses, Course Revisions, and Course Deletions that were approved in January 2004**

**Add “Program Requirements” as follows:**

**Must earn a “C” or better grade in all courses in the major, with a GPA of 2.50 or better**

**Must take courses in proper sequence**

**Must pass portfolio review after Graphic Design I (ART 2331) to take upper division graphic design courses and be admitted to GD concentration**

**A total institution GPA of 2.75 is required to register for internship credit.**

**A portfolio presentation in a public venue is required as a capstone experience during Portfolio Design (ART 4889).**

**Add “Specific Requirements for Graphic Design Concentration” as follows:**

**Students enrolling in Graphic Design I in Fall 2004 will be required to follow the policies/procedures and sequencing of coursework outlined in these materials.**

***Portfolio Review for admission into upper division courses in Graphic Design:***

**When a student has completed Graphic Design I (ART 2331), they will submit a portfolio of their design work for review by the design faculty. Based upon a set of criteria outlined in the student handbook, faculty will identify and admit successful students into the Graphic Design concentration. Only those students who pass the portfolio review will be able to register for upper division coursework in graphic design that requires Graphic Design I as a prerequisite.**

**Students who do not pass the portfolio review are encouraged to enter other concentrations in the art major more suitable to their talents. In this case, graphic design courses already taken will be counted as exploratory studio courses in their degree concentration program. Students who do not pass the portfolio review may also choose to resubmit their portfolio**



**the following year after they further develop the quality of their work.**

**All students will participate in a public presentation of their portfolio completed in Portfolio Design, held on campus or within a ten-mile radius of campus, for review by faculty and peers.**

A Hazeldine/MacKinnon motion was made to approve these changes to the Graphic Design Concentration in the BFA Degree in Art. A very lengthy discussion followed, centered mostly on the number of students allowed to advance to Graphic Design II. Several members of the committee expressed concern regarding the students who are not allowed to advance. Another concern was the suggested Graphic Design course progress plan. Some committee members felt that the students were overloaded with Art courses too early in their academic career. The studio courses are so time consuming that students must begin taking them early. It is physically impossible to take all of the art major in the last two years. The structure of the Graphic Design program is very similar to that of our peer institutions, and is designed to meet accreditation standards. The portfolio review is a standard admission mechanism for most graphic design programs and helps students sharpen their creative and competitive talents. After a considerable length of time, a motion was made, seconded and passed to call the question. A vote was taken by show of hands, with six members voting to approve the Hazeldine/MacKinnon motion and six members voting to not approve the motion. The chair of the committee then voted to break the tie, voting in favor of the motion, which resulted in the approval of the changes to the Graphic Design Concentration.

#### *DEPARTMENT OF COMMUNICATION ARTS*

Dr. Sandra Peacock presented the following item for the Department of Communication Arts.

#### **New Course**

*THEA 4338 Seminar: World Theatre*

This course is a study of one of the forms of theatre engaged in by different cultures around the world. Each course will focus on one specific area of theatre chosen from: People's Theatre, Russian Theatre, Asian Theatre, Classic Greek Theatre, Golden Age Theatre, Neo-Classic Theatre, or some other area within the instructor's expertise.

This course has been designed to allow the Theatre Program to make use of the specific areas of expertise of its faculty, as well as guests. It provides an opportunity to broaden the world-view of our students by exposing them to the types of theatre that are created in various parts of the world.

A MacKinnon/Hazeldine motion to approve this new course for Communication Arts was passed unanimously.

#### **DEPARTMENT OF MUSIC**

Dr. David Mathew presented the following agenda item for the Department of Music.

#### **Deletion of Requirement under "Graduation Requirements" in Catalog**

**Delete: "For non-music majors no more than six semester hours in performing groups (MUSE) and applied music courses (MUSA) may apply toward satisfying the minimum of 125 semester hours required for the degree." (page 50 of the 2004-2005 catalog)**

The music faculty requests that this paragraph be deleted since it is in direct conflict with the requirements for a Minor in Music.

A Rogers/Gore motion to approve this deletion was passed unanimously.

## DEPARTMENT OF PSYCHOLOGY

Dr. Richard Rogers, Chair of the Department of Psychology, presented the following items for his department.

### Course Deletions

<b>PSYC 3140</b>	<b>Statistics for Psychology</b>
<b>PSYC 4335</b>	<b>Theories of Personality</b>
<b>PSYC 4443</b>	<b>Experimental Cognitive Psychology</b>
<b>PSYC 4444</b>	<b>Experimental Animal Learning</b>
<b>PSYC 5341</b>	<b>Experimental Developmental Psychology</b>
<b>PSYC 5342</b>	<b>Experimental Social Psychology</b>
<b>PSYC 5443</b>	<b>Experimental Physiological Psychology</b>

These courses are no longer taught or are not needed following revisions to the B.A. and B.S. curricula; therefore, the department requests that they be deleted.

A Murray/Wilson motion to approve these course deletions was approved unanimously.

Dr. Rogers presented the following item for information only.

### Selected Topics Announcement

*PSYC 5030 Psychology of Stress and Conflict*

This course is a survey of the applications of psychological and physiological components of stress. It will take advantage of the special expertise of a current temporary faculty member.

## VICE PRESIDENT FOR ACADEMIC AFFAIRS

Dr. Amy Heaston presented the following item from the office of the Vice President for Academic Affairs.

### Proposal for the Process for Approval of Certificate Programs

A certificate program is an educational opportunity that provides students with specialized knowledge that is less extensive than, and different from, an academic degree program. A certificate program may be associated with a degree program, but many are intended to signify the satisfactory completion of a prescribed course of study at the postsecondary education level. Certificate programs may be offered at the graduate or undergraduate levels. Review and approval by the University System Office is required of these certificate programs. These programs must meet all of the criteria listed below.

- Certificates proposed and offered by an institution will be consistent with the mission of the institution.
- Certificates will be consistent with the degree programs offered by the institution.
- The institution offering the certificate will maintain enrollment and completion data as part of the students' record.
- The certificate is a "stand-alone" award, and its completion has meaning for students and adds value to their experience.
- Certificates of fewer than 9 or greater than 59 semester credit hours will require additional justification for approval.
- Pre-bachelor's certificates will include core curriculum courses **only** if these courses are relevant to and necessary for the completion of the certificate. Students must meet all learning support requirements before enrolling in the core courses.
- Certificates will not be a "backdoor" to admission to an institution. Students are required to meet the admission requirements of the institution.

(NOTE: To review a complete copy of the proposal, please see the Agenda for the October 18 meeting of the Undergraduate Committee, available on the committee web page.)

A Murray/Gore motion to approve the Process for Approval of Certificate Programs was passed unanimously.

#### *OTHER BUSINESS*

##### **Alternate Committee Members**

Dr. Elaine Gore asked about the committee alternate from the College of Education. Currently, there is no alternate from the College of Education. Dr. Richards will check on this matter.

##### **Graphic Arts Motion**

In reference to the motion “To approve the portfolio review in the Graphics Arts program,” Dr. Moore brought to the attention of the committee the composition of the voting members of the body as outlined in the Senate Bylaws in the *Faculty Handbook*. According to Standing Committees, Section 10.

Voting membership of the Undergraduate Committee shall be composed of senators or senate alternates representing each college and the library, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, and the SGA President or SGA Vice President of Academic Affairs. The chair shall be a senator elected by the voting members of the committee. (p. 21)

Dr. Moore contended that the vote taken earlier was invalid since the chair of the committee had not voted in the original vote and then had broken the tie.

After some discussion, the Chair called Dr. Jeff McLellan and explained the situation to him. Dr. McLellan was under the impression that the vote was in the process of being taken as the call was being made. He suggested that the provost’s representative break the tie. However, the Provost’s representative, Dr. Amy Heaston, declined to vote since the issue of the vote on the motion did not occur until the entire agenda was completed and the Chair had asked for a motion to adjourn.

Members had begun to disburse and the Chair told the remaining members that she would determine a course of action.

After consulting Roberts Rules of Order and Dr. McLellan, the Chair made the following decision concerning the discussion:

The passed motion will stand as announced. The voting was valid and proper according to *Roberts Rules of Order: Newly Revised*, “Tie Votes and Cases in Which the Chair’s Votes Affects the Result.”

If the presiding officer is a member of the assembly, he can vote as any other member when the vote is by ballot. In all other cases the presiding officer, if a member of the assembly, can (but is not obligated to) vote whenever his vote will affect the result—that is, he can vote either to break or to cause a tie; or, in a case where a two-thirds vote is required, he can vote either to cause or to block the attainment of the necessary two thirds. In particular:

On a tie vote, a motion requiring a majority vote for adoption is lost, since a tie is not a majority. Thus, if there is a tie without the chair’s vote, the presiding officer can, if he is a member, vote in the affirmative,

thereby causing the motion to be adopted; or if there is one more vote in the affirmative than in the negative without the chair's vote, he can vote in the negative to create a tie, thus causing the motion to be rejected (p. 392, lines 15-35).

The Chair feels that in this case *Roberts Rules of Order* and our by-laws do not conflict.

*ADJOURNMENT*

The Undergraduate Committee adjourned by mutual consent.

Respectfully submitted,

Faye Bacon  
Recording Secretary

***Approved on October 28, 2004, by majority vote with objections noted.***

***SUMMARY OF THE ACADEMIC ADVISORY COUNCIL***

*Chair: Linda Bleicken*  
Academic Advisory Council  
Minutes  
Tuesday, September 7, 2004  
9:00 AM Union Room 2073

Membership: Attending: Anny Morrobel-Sosa, James Bradford, Susan Braxton Davies, Brent Tharp, Charles Hardy, Diana Cone, Eric Hobson, Fred Whitt, Jane Hudak, Jayne Perkins, Linda Bleicken, Stephanie Kenney (Lucindia Chance), Mike Deal, Michael Moore, Ronald Shiffler, Bede Mitchell, Amy Heaston, Lisa Spence

Lisa Spence updated us on iNetwork news and provided us an overview of the Wireless Network Project (see handout). There were a number of questions and comments.

Mike Deal provided us enrollment information (see handout). Fall enrollment is hovering around 16,285 with a cancellation coming 9/14. Attendance verification was an easier process this year. Midterm grade reporting is due October 1. Notification of deficient grades goes out to students and advisors on October 4. Mike handed us the Registration schedule for Spring term. Graduation schedule has been approved for Friday December 10 (see handout).

Susan Davies provided us Freshman enrollment data by major and SAT. She also provided us information on freshmen transfers by major and hours earned. Deans are encouraged to attend at least one of the Recruitment Events (see handout). Scholars' Day information was circulated. October 15 is the day Colleges should designate scholarship information for SD.

Eric Hobson, new director of the CET provided us with the new iCenter Piece targeting new faculty. New faculty is urged to attend the New faculty Seminar and a list of attendees would be circulated to deans. Eric also encouraged those involved in searches to include a visit to the CET for interviewees.

Michael Moore circulated the minutes of the previous meeting. Revisions should be sent to him.

Also, the Faculty Senate meets Thursday September 16. There are new information items posted on the Senate Website.

There was no Old Business

There was no New Business

Advisory Council adjourned.

Submitted:

Michael Moore