

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
270 Washington Street, S.W.
Atlanta, Georgia
November 12, 1997**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Wednesday, November 12, 1997 in the Board Room, room 7007, 270 Washington Street, S.W., seventh floor. The Board met for only one day because November 11 was Veteran's Day, a State holiday. The following Committees of the Board of Regents met in succession the morning of November 12: the Committee on Finance and Business Operations; the Committee on Real Estate and Facilities; the Committee on Education, Research, and Extension; and the Committee on Organization and Law. The Chair of the Board, Regent S. William Clark, Jr., called the full Board meeting to order at 1:00 p.m. Present on Wednesday, in addition to Chair Clark, were Vice Chair Edgar L. Jenkins and Regents Thomas F. Allgood, Sr., Shannon L. Amos, David H. (Hal) Averitt, Juanita P. Baranco, Kenneth W. Cannestra, J. Tom Coleman, Jr., A. W. "Bill" Dahlberg, George M. D. (John) Hunt III, Charles H. Jones, Donald M. Leebern, Jr., Elridge W. McMillan, Edgar L. Rhodes, and Glenn S. White.

INVOCATION

The invocation was given on Wednesday, November 12 by Regent J. Tom Coleman, Jr.

ATTENDANCE REPORT

The attendance report was read on Wednesday, November 12 by Secretary Gail S. Weber, who announced that Regent Suzanne G. Elson had asked for and been given permission to be absent that day.

APPROVAL OF MINUTES

Motion being properly made and duly seconded, the minutes of the Board of Regents meeting held on October 7 and 8, 1997 were unanimously approved as distributed.

INTRODUCTION OF PRESIDENT

Chair Clark called upon Chancellor Stephen R. Portch to introduce the new president of Georgia College & State University (“GCSU”), Dr. Rosemary DePaolo. The Chancellor expressed that he would be pleased to introduce President DePaolo, but first, he wanted to express his appreciation to two other people at GCSU: Dr. Ralph W. Hemphill, Vice President and Dean of Faculty, and Dr. Sarah E. Gordon, Professor of English in the Department of English, Speech, and Journalism. He explained that Dr. Hemphill has been a long-time senior academic officer in the System and a significant contributor to such initiatives as the policy direction on faculty and staff development. Dr. Hemphill served as the acting president of GCSU during the search for a new president. Dr. Gordon chaired the Georgia College & State University Presidential Search and Advisory Committee, and the Chancellor remarked that she conducted the search with an extraordinary level of professionalism.

The Chancellor explained that he and Regents Jones, Allgood, and Coleman had interviewed the finalists for the position and had narrowed the number of candidates. In the end, he and Regent Allgood recommended Dr. DePaolo to the full Board. Dr. DePaolo brings to the position previous experience within the System, having worked at both Georgia Southern University and Augusta State University earlier in her career. She also has extensive academic and administrative experience. Chancellor Portch said that Dr. DePaolo received her doctorate degree at Rutgers University, but the search found her at Western Carolina University. He then welcomed Dr. DePaolo and invited her to speak before the Board.

President DePaolo expressed that she was pleased to be at the Board meeting and to speak to the Regents about GCSU. She said that when she arrived at the institution, she began asking two questions. The first question she posed to all faculty, staff, and administrators: “Are we a student-centered campus?” The second question she asked only students: “Are you being intellectually challenged?” It did not take long before she realized that the two questions were actually very much the same: “Are we providing students the environment they need to excel; are we providing the environment so that faculty can rightly set the very highest standards for students, knowing that we have created a culture where there is every support for them to meet those highest standards?”

The answers to her questions Dr. DePaolo found very interesting, and they have resulted in some immediate changes, some ongoing discussions about the institution’s mission, and some further discussion about the way the campus does business. One of the immediate changes that Dr. DePaolo instituted was that banners and ribbons were put up all over Milledgeville this fall, welcoming the students back to school. The faculty and staff at the institution also helped students move in, and they set up lemonade stands all over the campus so that they were available to answer students’ questions and give them directions. Over 200 faculty and staff members participated in this effort, and in the end, they asked how they could make it even better next year. Dr. DePaolo said that next year, alumni will be asked to participate, and she extended the same invitation to the Board of Regents.

Dr. DePaolo said that in the last two months, her faculty and staff have been involved in a series of retreats and discussions to determine what it means to be The Public Liberal Arts University of the University System of Georgia and to reinvent the institution as it moves from being a comprehensive university of Central Georgia to being a liberal arts university with a statewide mission. She explained that during these discussions, there were only two ground rules: 1) all conversation would be civil and 2) there were no sacred cows. In other words, the faculty and staff have begun the process of examining every aspect of the institution, including every academic and support program and process on the campus, in an effort to ensure

INTRODUCTION OF PRESIDENT

that everything fits with the new mission of the university. Some of the discussions have attracted newspaper coverage, and all of them have resulted in a healthy ongoing dialog.

According to Dr. DePaolo, not only do many of the off-campus constituencies not understand what it means to be The Public Liberal Arts University of the University System of Georgia, but neither do many of GCSU's faculty, staff, and students. She said that they are learning, however, to offer the same high-quality education that leads parents and students to pay \$10,000 to \$30,000 a year at private liberal arts colleges. They are reviewing all of GCSU's academic programs to make certain that they have a strong liberal arts foundation, stressing broad-based knowledge, communication skills, critical thinking, and intellectual flexibility. Dr. DePaolo stressed that graduates of private liberal arts colleges are among the most sought after in the country, and she wants GCSU graduates to have the same advantage, including graduates of its professional schools. She explained that a good liberal arts university has strong professional schools that give students the best of both worlds, not just professional training but also a solid liberal arts foundation and orientation that will make those students the most marketable in Georgia.

As an example of what GCSU strives to be, Dr. DePaolo described the events of Monday, November 10, 1997. She explained that a liberal arts university does more than teach Latin and Greek; GCSU now offers courses on the U.S.S. Carl Vinson using distant learning technology. In fact, it was the first in the State and in the United States to offer this specific innovation that allows both sites to be connected so that the students on the ship and in Milledgeville were able to interact. On Monday, Senator Max Cleland in Washington, D.C. was also connected via distant learning technology as a guest speaker. The students were able to ask Senator Cleland about his experience with leadership and ethics and what was going on in Iraq that morning. Dr. DePaolo described the atmosphere in the classroom and on the ship as "electric." She said that she could not imagine a more valuable and exciting experience for the university's students.

Then, Dr. DePaolo invited the Regents to visit the GCSU campus to witness the powerful learning experiences that are taking place. She thanked the Regents for giving her the opportunity to serve as president and for giving the students of Georgia the unique opportunity to receive an intensive public liberal arts education. "This is a real testament to your commitment," she proclaimed, and then, she stepped down.

Chair Clark thanked President DePaolo for her remarks and commented that it was apparent that Georgia College & State University is under solid leadership. He also thanked the Presidential Search Committee for its work in securing Dr. DePaolo for the position.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

The Committee on Finance and Business Operations met on Wednesday, November 12, 1997 at 8:30 a.m. in the Board Room. Committee members in attendance were Chair Kenneth W. Cannestra and Regents J. Tom Coleman, Jr., George M. D. (John) Hunt III, Edgar L. Jenkins, Charles H. Jones, and Donald M. Leebern, Jr. Chair Cannestra reported to the Board that the Committee had reviewed three items, two of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Amendments to Fiscal Year 1998 Budget

Approved: The Board approved the consolidated amendment to the Fiscal Year 1998 Budget of the University System of Georgia, as presented below:

UNIVERSITY SYSTEM OF GEORGIA				
FISCAL YEAR 1998 BUDGET AMENDMENT REPORT				
SUMMARY				
FOR THE MONTH OF NOVEMBER 1997				
BY	ORIGINAL	APPROVED	REQUESTED	AMENDED
BUDGET	BUDGET	AMENDMENT	AMENDMENT	BUDGET
		S	S	
Operating	\$3,197,544,095	\$14,522,225	\$1,291,132	\$3,213,357,452
Capital	149,262,649	674,772	1,563,034	151,500,455
Auxiliary Enterprises	264,943,337	8,198,371	(302,798)	272,838,910
Student Activities	42,881,116	155,479	3,468,205	46,504,800

Background: In accordance with current policy, the Board of Regents approves all budget amendments submitted by system institutions. The monthly budget amendment report highlights and discusses amendments where changes exceed 5% of the budget or add significant ongoing expenses to the institutions. The following amendments were presented for review by the Board of Regents in accordance with these guidelines:

Capital: Kennesaw State University requested a 35.96% increase (\$844,947) to reflect the utilization of Auxiliary Surplus and Auxiliary Renewal & Replacement funding to be used for various equipment purchases and renovations.

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

1. Amendments to Fiscal Year 1998 Budget (Continued)

Student Activities: Georgia State University requested a 23.11% increase (\$3,347,844). The bulk of this increase is due to an audit adjustment of \$2.27 million for the loan of student activity funds for the university village to complete the facility in time for the 1996 Olympics. Columbus State University requested a 16.15% decrease (\$127,500) to reflect funds' carrying forward from prior years being less than anticipated. Kennesaw State University requested a 9.83% increase (\$274,256) as funds carrying forward from prior years and student activity fee revenue for summer quarter were greater than anticipated.

2. Acceptance of Gifts to the Georgia Institute of Technology

Approved: The Board accepted on behalf of the Georgia Institute of Technology donations from Intel Corporation (\$549,388), Texmac, Inc. (\$399,000) and Nortel Broadband Networks (\$152,000) consisting of computer systems, support, installation, and equipment.

Background: Board policy requires that any gift to a University System of Georgia institution with an initial value greater than \$100,000 must be accepted by the Board of Regents.

The donation from Intel Corporation consists of 17 computer systems and one year of hardware support to be utilized by the College of Computing for the technology for education program, a technology program which supports computational research and curriculum development at universities around the country. This year's donation is the first of a three-year commitment of \$3.7 million. The donation from Texmac, Inc. includes various pieces of equipment used to study the tactile behavior of enzyme-treated fabric by the School of Textile and Fiber Engineering. Nortel Broadband Networks has donated access nodes (a part of a communications system which ties phone and computer networks together) and supporting equipment, installation, and system engineering support for the College of Computing's networking laboratory.

3. Information Item: Update on Development of Alternative Payment Plan

A committee consisting of campus representatives from finance and business and student affairs has been meeting to develop recommendations regarding an alternative payment plan. The purpose of the plan is to ease the transition for students from the quarter to semester system by providing alternative means to make tuition and fee payments. The Central Office staff updated the Committee on Finance and Business Operations on the development of the alternative payment plan and discussed key issues. The issues will be handled locally by presidents, with plans being shared with Dr. Lindsay Desrochers, Senior Vice Chancellor for Capital Resources.

COMMITTEE ON REAL ESTATE AND FACILITIES

The Committee on Real Estate and Facilities met on Wednesday, November 12, 1997 at approximately 8:50 a.m. in the Board Room. Committee members in attendance were Chair J. Tom Coleman, Jr., Vice Chair Charles H. Jones, and Regents Kenneth W. Cannestra, George M. D. (John) Hunt III, Edgar L. Jenkins, and Donald M. Leebern, Jr. Chair Coleman reported to the Board that the Committee had reviewed 11 items, 10 of which required action. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Demolition of Buildings Number 2686, 2687, and 2688, the University of Georgia

Approved: The Board declared Buildings Number 2686, 2687, and 2688 respectively located at 2345, 2355, and 2365 S. Milledge, Athens, Georgia, on the campus of the University of Georgia to be no longer advantageously useful to the University of Georgia or other units of the University System of Georgia and authorized the demolition and removal of these buildings.

The Board requested that Governor Miller issue an Executive Order authorizing the demolition and removal of the following buildings from the campus of the University of Georgia:

<u>Name</u>	<u>Area</u>	<u>Yr. Built/ Acquired</u>	<u>Former Use</u>
Building 2686	1,037 sf	1938	Residence
Building 2687	835 sf	1938	Residence
Building 2688	835 sf	1938	Residence

Funding: The demolition, including environmental abatement, will be conducted by public works contract at an estimated cost of \$15,000 using budgeted University of Georgia physical plant operating funds.

Background: The wood frame buildings are in uninhabitable condition and cannot be repaired economically.

The property will be used by the College of Veterinary Medicine whose farm is adjacent.

2. Rental Agreement, Medical College of Georgia

Approved: The Board authorized the execution of a rental agreement between MCG Health, Inc., as landlord, and the Board of Regents of the University System of Georgia, as tenant, covering 5,000 square feet of space located at 2818 and 2822 Hillcreek Drive, Augusta, Georgia for the period from December 1, 1997 through June 30, 1998 at a monthly rental of \$5,312.50 (\$63,750 per year/\$12.75 per square foot per year) with the option to renew on a year-to-year basis for four consecutive one-year periods for the use of the Medical College of Georgia.

The terms of this rental agreement will be subject to review and legal approval of the Office of the Attorney General.

COMMITTEE ON REAL ESTATE AND FACILITIES

2. Rental Agreement, Medical College of Georgia (Continued)

Background: In May 1997, the Teaching Hospital Committee approved in concept the lease of property in Augusta for the purpose of creating a community geriatric center facility. In October 1997, the Teaching Hospital Committee was updated on the terms of the lease proposed for the geriatric center facility.

This facility in the Augusta Parkway West corridor is an ideal location to permit offering services in a location that is accessible to the over 65 population in the central Savannah River area. There is no property presently owned by the Board of Regents that would meet the requirements of this program.

The space will be leased from MCG Health, Inc., which has entered into a five-year lease with the property owner, Hillcreek Properties, Inc. Operating expenses, including utilities, trash removal and insurance, are expected to be approximately \$7,000 per year.

3. Naming of Facilities, Gainesville College

Approved: The Board authorized the naming of the physical education complex the “Hugh Mills Physical Education Complex.”

President Nesbitt of Gainesville College requested that the physical education complex be named the Hugh Mills Physical Education Complex to honor Dr. Hugh Milton Mills, Jr. Examples of outstanding service rendered by Dr. Mills are as follows:

- First President of Gainesville College (1965-1983); enrollment grew from 419 to 1,569.
- Interim President of Brenau College.
- Instructor, Assistant Professor, and Associate Professor at the University of Georgia between 1947 and 1956.

4. Naming of Facilities, South Georgia College

Approved: The Board authorized the naming of the baseball stadium the “George A. Cook Stadium.”

President Jackson of South Georgia College requested that the baseball stadium be named the George A. Cook Stadium to honor Mr. George A. Cook. Examples of outstanding service rendered by Mr. Cook are as follows:

- Director of College Relations, South Georgia College (1981-1983).
- Athletic Director, Georgia Southern University (1975-1981).
- Instructor and Coach, South Georgia College (1962-1975).
- President, Georgia Junior College Athletic Association.
- President, National Junior College Baseball Coaches Association.
- Member, NJCAA Baseball Hall of Fame (1988).

COMMITTEE ON REAL ESTATE AND FACILITIES

5. Information Item: North Georgia College & State University Master Plan

North Georgia College & State University (“NGCSU”) and the Office of Facilities have finalized the master plan for future development for the campus, which Interim President Sherman Day presented to the Committee. Consultants reviewed five-year enrollment targets, the strategic plan, academic programs, support programs, and other variables. They met with the administration, faculty, senate, students, and community leaders to receive input, and then presented 5-, 10-, and 15-year options for academic programs, facilities, parking/traffic patterns, student/pedestrian patterns, campus beautification, and student housing. NGCSU provided feedback to the consultants, and the plan was modified several times. Based on the consultants’ findings, the master plan recommendations are as follows:

- Purchase the Moore property, which is surrounded by NGCSU property, to strategically place the health science building and provide for future growth
- Begin a campus beautification program, including lighting, plants, shrubs, and trees
- Make the campus student-friendly by removing automobiles from the interior of the campus
- Identify sites for parking, the library/technology building, and the continuing education building
- Identify sites for additional housing on campus; explore private construction of housing on campus and on the perimeter of campus

6. Authorization of Project “Renovation of North Campus Office Building,” the University of Georgia

Approved: The Board authorized Project “Renovation of North Campus Office Building,” the University of Georgia with a total project budget of \$2,500,000 using fiscal year 1998 interest income.

The project will renovate approximately 21,549 gsf and includes replacement of the HVAC system, a new roof, and waterproofing the foundation.

Background: This building, part of the historic core of the campus, was constructed in 1907 and was renovated in 1953 to house the Georgia Museum of Art. In 1996, the museum moved to the performing and visual arts complex, making space available for other purposes.

When renovated, this building will house offices for the president, senior executive officers, and support staff. Currently, these offices are located in several different places around campus and do not facilitate efficient coordination within the executive team.

Funding: The construction cost of the renovation is \$1,750,000 (\$81.21 per square foot). Funding for the project is \$2,500,000 from the University of Georgia internal plant funds generated by interest income.

Since the project was approved, the Central Office staff, in conjunction with the University of Georgia, will proceed with the selection of an architectural firm.

COMMITTEE ON REAL ESTATE AND FACILITIES

7. Authorization of Project No. BR-30-9805, “Fred B. Wenn Student Center Ballroom/ Conference Room Improvements,” Georgia Institute of Technology

Approved: The Board authorized Project “Fred B. Wenn Student Center Ballroom/Conference Room Improvements,” Georgia Institute of Technology, with a total project budget of \$750,000 using Georgia Institute of Technology auxiliary services reserve funds.

The project will renovate approximately 8,500 sf of space in this 1969 vintage 110,500 sf building, which was partially renovated prior to the 1996 Olympics.

The renovation includes expansion and renovation, including mechanical, electrical, and interior finishes replacement at the ballroom, one conference room, and the box office.

Funding: The estimated construction cost is \$500,000 (\$59/sf). The total project cost is \$750,000 from Georgia Institute of Technology auxiliary services reserves.

The anticipated completion date is July 1998. Since the project was authorized, the Board of Regents staff, in conjunction with the campus, will select the architect.

8. Authorization of Project No. BR-30-9806, “North Campus Utilities Extension,” Georgia Institute of Technology

Approved: The Board authorized Project No. BR-30-9806 “North Campus Utilities Extension,” Georgia Institute of Technology, with a total project budget of \$2.2 million, using \$1.4 million from campus discretionary funds and \$800,000 from Institute of Bioengineering and Biosciences project funds.

Background: Two months ago, the Georgia Institute of Technology presented a plan for North Campus development for the sciences.

The project will extend chilled water, natural gas, electrical distribution, and telecommunication systems to the Bioengineering/Bioscience Complex and other future buildings in this complex.

The above project is the first phase of a utility distribution system corridor to serve the Bioengineering/Bioscience Complex as well as other utility needs.

9. Authorization of Project “Applied Genetic Technology Resource (AGTEC) - Phase I,” the University of Georgia

Approved: The Board authorized Project “Applied Genetic Technology Resource (AGTEC) - Phase I,” the University of Georgia, with a total project budget of \$8,550,000 for Phase I and \$290,000 for Phase II planning, using \$840,000 in fiscal year 1997 Georgia Research Alliance (“GRA”) planning funds and \$8,000,000 in proposed fiscal year 1999 GRA funds.

COMMITTEE ON REAL ESTATE AND FACILITIES

9. Authorization of Project “Applied Genetic Technology Resource (AGTEC) - Phase I,” the University of Georgia (Continued)

Background: The mission of Applied Genetic Technology Resource at the University of Georgia is to bring together diverse expertise and resources in plant and animal biotechnology and to provide facilities that will nurture and stimulate the development and application of these technologies for the benefit and expansion of the Georgia economy.

Phase I will comprise approximately 40,000 gsf to house the core genomics complex and a core group of research scientists. Phase II, when funded, will comprise approximately 20,000 gsf to house discovery research and development groups from commercial companies in an applied academic environment.

Funding: The construction for Phase I will cost \$6,500,000 (\$162.50 per sf). Funding for the project is \$840,000 in fiscal year 1997 GRA planning funds to provide a comprehensive design for both phases and \$8,000,000 in proposed fiscal year 1999 GRA capital outlay funds.

Since the project was approved, the Central Office staff, in conjunction with the University of Georgia, will proceed with the selection of an architectural firm.

10. Permanent Easement, Burnt Mountain, Georgia Institute of Technology

Approved: The Board declared approximately 27 acres of land at the summit of Burnt Mountain, Pickens County, Georgia no longer advantageously useful to the Georgia Institute of Technology or other units of the University System of Georgia but only for the purpose of allowing this land to be used under the terms of a nonexclusive easement by Oglethorpe Wilderness Land Trust, Inc. to preserve and protect the conservation values of this property.

Amendment: The Board amended this Committee item to add a 50-year time limitation to the easement.

The Board authorized the execution of a nonexclusive easement with Oglethorpe Wilderness Land Trust, Inc. covering the above-referenced tract of land to preserve and protect the conservation values of this property.

The legal details involved with granting this nonexclusive easement and conveyance will be subject to review and approval of the Office of the Attorney General.

This conservation easement will preserve and maintain the dominant woodland, scenic, open, and natural character of the property, including land and water resources, while preserving the ability of Georgia Institute of Technology to maintain access to and use the property for environmental and related purposes.

The Georgia Institute of Technology will be permitted to use the property for air testing and other environmental observation. Further, the Georgia Institute of Technology, in conjunction with Oglethorpe Wilderness Land Trust, Inc., will be permitted to allow public access for nature study and enjoyment on designated trails.

COMMITTEE ON REAL ESTATE AND FACILITIES

10. Permanent Easement, Burnt Mountain, Georgia Institute of Technology (Continued)

As consideration for the granting of this easement, Tate Mountain Associates, Inc., an adjoining landowner, has agreed to place a similar conservation easement on 350 acres of property contiguous to this parcel, including the opportunity for the Georgia Institute of Technology to use the property for air testing and other environmental observation.

11. Purchase of Property, North Georgia College & State University

This item was discussed in Executive Session.

Approved: The Board authorized the purchase of property for North Georgia College & State University.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

The Committee on Education, Research, and Extension met on Wednesday, November 12, 1997 at approximately 10:00 a.m. in the Board Room. Committee members in attendance were Chair Edgar L. Rhodes and Regents Shannon L. Amos, David H. (Hal) Averitt, Juanita P. Baranco, A. W. "Bill" Dahlberg, and Elridge W. McMillan. Chair Rhodes reported to the Board that the Committee had reviewed 12 items, 6 of which required action. Additionally, 112 appointments were reviewed and recommended for approval. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. Presentation and Discussion Item: Copyright Guidelines

Dr. James L. Muyskens, Senior Vice Chancellor for Academic Affairs, introduced to the Board Mr. William Gray Potter, University Librarian at the University of Georgia. Mr. Potter is the Regents Copyright Committee Chair, and he presented to the Board a guide to copyright laws. The purpose of this guide is to provide faculty, employees, and students of the University System of Georgia with a basic understanding of copyright and fair use. Individuals and institutions acquire copyrighted materials (e.g., books, journals, videotapes, sound recordings, etc.) and expect to use them to support educational and research activities. This is especially important today when advanced information technology offers so many ways to enhance instruction. New technology complicates the issue. A teacher may have been quite comfortable providing photocopies of a magazine article to students in one classroom but may begin to be concerned if the students are spread across many classrooms in diverse geographic locations connected by distance learning technology.

It would be impossible to prepare a guide that exhaustively lists all possible uses of copyrighted materials and gives guidance for each situation. Instead, this guide attempts to provide a basic framework for applying copyright law and fair use. Each situation must be evaluated on a case-by-case basis. This guide should enable members of the University System community to make these evaluations.

2. Establishment of an External Degree Program With Columbus State University to Offer the Bachelor of Science in Radiologic Sciences, Medical College of Georgia

Approved: The Board approved the request of President Francis J. Tedesco of the Medical College of Georgia ("MCG") to offer the bachelor of science in radiologic sciences as an external degree in collaboration with Columbus State University, effective November 12, 1997.

Program: The proposed curriculum is an advanced degree program that prepares radiologic sciences professionals for greater career mobility and expanded practice options. This external degree program will be the same as that currently offered on the MCG campus, with degree content including courses in advanced patient care, pathology, cross-sectional anatomy, management principles, and sophisticated imaging technologies.

Need: *A Needs Assessment Study of Health Professions in the SOWEGA-AHEC Region: 1991-1995* (March 1996) and *A Needs Assessment Study of Health Professions in the Three Rivers AHEC Region: 1991 - 1995* (February 1996) by Morris and Little indicate the projected need for individuals trained in advanced skills of sonography and nuclear medicine will be six to eight times the need for entry-level radiographers by the year 2000. A survey conducted by the Georgia Educators Association of Radiation and Medical Imaging, *The Future Role of the Radiologic Technologist* (February 1995), indicated future radiographers will need

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

2. Establishment of an External Degree Program With Columbus State University to Offer the Bachelor of Science in Radiologic Sciences, Medical College of Georgia (Continued)

additional training in cross-sectional modalities, such as computerized tomography and magnetic resonance imaging, as well as more extensive knowledge of cross-sectional anatomy. Entry-level education for radiographers nationwide is the associate degree or professional certification without degree. In order to perform procedures based on more advanced technology, entry-level technologists often train on the job. This training does not include concepts related to the technology, quality assurance, or special patient parameters that would better enable the radiographer to produce a high-quality diagnostic image.

Curriculum: The program is designed to offer advanced curriculum to the technologist who already holds certification in one of the radiologic technologies: radiography, diagnostic medical sonography, radiation therapy, or nuclear medicine technology. Students entering this program may transfer entry-level course credits from associate degree programs or they may obtain credit for prior certification achieved after completion of hospital-based or technical school programs. The degree program is designed so that a part-time student can complete the advanced-level curriculum for the baccalaureate degree within a two-year period.

Projected Enrollment: It is estimated that approximately 10 students will be admitted into the program in each of the first two years and 12 students will be admitted into the program in year three.

Funding: No significant additional costs will be incurred by the Medical College of Georgia. Faculty who will be teaching the proposed courses are currently teaching the same courses as evening courses at MCG. Other sources of funding for this external degree program will be Georgia AHEC, department funds, and faculty grants.

Assessment: The Office of Academic Affairs will work with the campus to measure the success and continued effectiveness of the proposed program. In 2000, this program will be evaluated by the institution and the System Office to determine the success of the program's implementation and achievement of the enrollment, quality, viability, and cost-effectiveness indicated in the proposal.

3. Establishment of a Major in African and African-American Studies Under the Existing Bachelor of Arts Degree, Savannah State University

Approved: The Board approved the request of President Carlton Brown to establish a major in African and African-American studies under the existing bachelor of arts degree, effective November 12, 1997.

Abstract: The program will embrace a special niche through its location in Southeast Georgia, which is a fertile ground for both African and African-American culture. The program will provide students with internships and in-service training in organizations and institutions committed to preserving African and African-American history and culture. It will also provide student and faculty exchanges with African universities. The program will provide course work, forums, workshops, seminars, and conferences that will increase the general certification level of in-service teachers. The program will also promote the integration of the study of African and African-American history and culture in the K-12 curriculum.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of a Major in African and African-American Studies Under the Existing Bachelor of Arts Degree, Savannah State University (Continued)

Need: Savannah State University is located in one of the oldest and historically significant regions in the country. Within the local community, there are many public and private institutions committed to historical preservation. A partial listing includes The Georgia Historical Society, The King-Tisdell Cottage Foundation, The Beach Institute, The Civil Rights Museum, Inc., and the Seabrook Institute. This program would be the only one of its type among the University System of Georgia Institutions. The development of a strong program in African and African-American studies will enhance the university's ability to fulfill

its mission: "To interpret and transmit the Black legacy to all." It reflects the stated goals of the university in that the program is interdisciplinary and seeks to embrace persons wishing to enter the workforce immediately, as well as students wishing to pursue graduate studies. Research conducted during the 1994-95 academic year involved a representative sample of 100 randomly selected students. A 20-item questionnaire designed to measure the correlation between self-esteem and interest in African-American studies suggested a high positive correlation between self-esteem and the desire to have an African and African-American studies major.

Objectives: The primary objective of the proposed program in African and African-American Studies is to provide an opportunity for students to meet the qualifications for an undergraduate degree in this field. The program aims to develop critical thinking and problem solving skills necessary for community planning, policy and program development, and research and publication. Students will be able to seek careers in museums, libraries, archives, and agencies committed to preserving African and African-American history and culture. Concurrently, students will have the opportunity to pursue careers in middle grades and secondary education or advanced study in African and African-American studies.

Curriculum: The proposed major is interdisciplinary, but will be housed in the Department of Social and Behavioral Sciences. After completion of the core, the major requires 36 semester hours plus an additional 12 semester hours in the social sciences or humanities. Students will be able to participate in the teacher education program by taking 24 semester hours of specified courses. A minor of 15 semester hours and 9 semester hours of free electives allow students to take required education courses. No new courses are being proposed. Course collaboration with Georgia State University ("GSU") is being investigated because Georgia State University has a proposal in African-American studies under review. Georgia State University will assist in providing courses pertaining to African-American women's history and fiction. Savannah State University has courses on Gullah Culture that would be an excellent complement to GSU's department offerings.

Projected Enrollment: It is anticipated that for the first three years of the program, student enrollment will be 20, 30, and 40.

Priority: Savannah State University has placed this proposal high on its list of institutional priorities.

Funding: Savannah State University will reallocate resources to implement this program. The program will not require hiring any new faculty. Basically, existing courses will be packaged in such a manner to offer the degree. No additional state funds are sought.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

3. Establishment of a Major in African and African-American Studies Under the Existing Bachelor of Arts Degree, Savannah State University (Continued)

Assessment: The Office of Academic Affairs will work with the campus to measure the success and continued effectiveness of the proposed program. In 2000, this program will be evaluated by the institution and the System Office to determine the success of the program's implementation and the achievement of the enrollment, quality, centrality, viability, and cost-effectiveness as indicated in the proposal.

4. Renaming of the Department of Accountancy, Finance, and Computer Information Systems to the Department of Financial Information Systems, Columbus State University

Approved: The Board approved the request of President Frank Douglas Brown to rename the Department of Accountancy, Finance, and Computer Information Systems to the Department of Financial Information Systems, effective November 12, 1997.

Currently, there are two departments in the Abbott Turner College of Business: the Department of Business Administration and the Department of Accounting, Finance, and Computer Information Systems. This requested change would affect the Department of Accounting, Finance, and Computer Information Systems, changing the name to the Department of Financial Information Systems.

The proposed name more effectively captures the essence of the disciplines which comprise the department. Finance, accounting, and computer information systems have been grouped together because of their quantifiable nature. The requested renaming of this unit has been approved by the faculty of the College of Business and is recommended by administrators at all levels in the college.

5. Termination of the Associate of Applied Science Degree in Library Technology, Middle Georgia College

Approved: The Board approved the request of President Joe Ben Welch to terminate the associate of applied science degree in library technology, effective November 12, 1997.

Middle Georgia College has not had any students enrolled in this program for the past six years. In recent years, requirements for public school librarians and public librarians certification have changed. Only junior/senior-level courses are considered for certification. There is not a market for graduates of this nontransfer program. No faculty or students will be impacted by this termination.

6. Termination of the Major in Fashion Merchandising Under the Existing Bachelor of Science in Family and Consumer Sciences, Georgia Southern University

Approved: The Board approved the request of President Nicholas Henry to terminate the major in fashion merchandising under the existing bachelor of science degree in family and consumer sciences, effective November 12, 1997.

The major in fashion merchandising has had low enrollment and has been judged to be a low-priority program. Its resources have been redirected to higher-priority programs. No faculty or students will be negatively impacted by the deletion of this program.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions

The following administrative and academic appointments were reviewed by Education Committee Chair Edgar L. Rhodes and were approved by the Board. All regular appointments are on file with the Office of Academic Affairs.

CONFERRING OF EMERITUS STATUS: AT THE REQUEST OF THE PRESIDENTS OF VARIOUS INSTITUTIONS IN THE UNIVERSITY SYSTEM, THE BOARD CONFERRED THE TITLE OF EMERITUS UPON THE FOLLOWING FACULTY MEMBERS, EFFECTIVE ON THE DATE INDICATED:

(A) UNIVERSITY OF GEORGIA

STEWART, PATRICIA LOU: ASSISTANT PROFESSOR EMERITA OF ENGLISH, DEPARTMENT OF ENGLISH, FRANKLIN COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

(B) GEORGIA SOUTHERN UNIVERSITY

REDDERSON, ROY H.: EMERITUS ASSOCIATE PROFESSOR OF ELECTRICAL ENGINEERING TECHNOLOGY, SCHOOL OF TECHNOLOGY, THE ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY, EFFECTIVE DEC 1, 1997.

ROBBINS, JOSEPH C.: ASSOCIATE PROFESSOR EMERITUS OF MUSIC, DEPARTMENT OF MUSIC, COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES, EFFECTIVE JAN 1, 1998.

STEWART, CHARLENE K.: ASSISTANT PROFESSOR EMERITA OF MIDDLE GRADES AND SECONDARY EDUCATION, DEPARTMENT OF MIDDLE GRADES AND SECONDARY EDUCATION, COLLEGE OF EDUCATION, EFFECTIVE JAN 1, 1998.

(C) ARMSTRONG ATLANTIC STATE UNIVERSITY

COMASKEY, BERNARD J.: ASSISTANT PROFESSOR OF HISTORY EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

DUNCAN, JOHN DONALD: PROFESSOR OF HISTORY EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

GROSS, JIMMIE FRANK: PROFESSOR OF HISTORY EMERITUS, DEPARTMENT OF HISTORY, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

LANIER, OSMOS: PROFESSOR EMERITUS OF HISTORY, DEPARTMENT OF HISTORY, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE JAN 1, 1998.

WHITE, VIRGINIA: ASTP EMERITA, DEPARTMENT OF LANGUAGES, LITERATURE, & DRAMATIC ARTS, COLLEGE OF ARTS AND SCIENCES, EFFECTIVE SEP 1, 1997.

(D) GEORGIA COLLEGE & STATE UNIVERSITY

ABDI-WHEELER, EMILY: ASSOCIATE PROFESSOR EMERITA, DEPARTMENT OF HISTORY & GEOGRAPHY, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

BAARDA, DAVID G.: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY & PHYSICS, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

BLOODWORTH, KAYE G.: PROFESSOR EMERITA, DEPARTMENT OF INFORMATION SYSTEMS AND COMMUNICATIONS, J. WHITNEY BUNTING SCHOOL OF BUSINESS, EFFECTIVE NOV 12, 1997.

CALLAWAY, GRACE B.: PROFESSOR EMERITA, DEPARTMENT OF MIDDLE GRADES EDUCATION, JOHN H. LOUNSBURY SCHOOL OF EDUCATION, EFFECTIVE NOV 12, 1997.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

CONFERRING OF EMERITUS STATUS (CONTINUED):

(D) GEORGIA COLLEGE & STATE UNIVERSITY (CONTINUED)

GUITTON, JEAN M.: PROFESSOR EMERITUS, DEPARTMENT OF MODERN FOREIGN LANGUAGES, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

HARMAN, ANNE LOUISE: ASSOCIATE PROFESSOR EMERITA, LIBRARY, EFFECTIVE NOV 12, 1997.

JONES, WINFIELD ALAN: PROFESSOR EMERITUS, DEPARTMENT OF INFORMATION SYSTEMS AND COMMUNICATIONS, J. WHITNEY BUNTING SCHOOL OF BUSINESS, EFFECTIVE NOV 12, 1997.

KASTORY, RICHARD C: ASSISTANT PROFESSOR EMERITUS, DEPARTMENT OF INFORMATION SYSTEMS AND COMMUNICATIONS, J. WHITNEY BUNTING SCHOOL OF BUSINESS, EFFECTIVE NOV 12, 1997.

THOMPSON, FRANK EVANS: PROFESSOR EMERITUS, DEPARTMENT OF FOUNDATION AND SECONDARY EDUCATION, JOHN H. LOUNSBURY SCHOOL OF EDUCATION, EFFECTIVE NOV 12, 1997.

UNDERWOOD, LUCY LYNN: PROFESSOR EMERITA, DEPARTMENT OF MUSIC AND THEATRE, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

VINSON, FRANK B.: PROFESSOR EMERITUS, DEPARTMENT OF HISTORY & GEOGRAPHY, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

WALTERS, H. WAYNE: ASSOCIATE PROFESSOR EMERITUS, DEPARTMENT OF MODERN FOREIGN LANGUAGES, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

WILLOUGHBY, JAMES LEE: ASSOCIATE PROFESSOR EMERITUS, DEPARTMENT OF MUSIC AND THEATRE, COLLEGE OF ARTS & SCIENCES, EFFECTIVE NOV 12, 1997.

(E) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

PIPER, WILLIAM E.: PROFESSOR OF BUSINESS ADMINISTRATION EMERITUS, DEPARTMENT OF BUSINESS ADMINISTRATION, EFFECTIVE NOV 27, 1997.

(F) STATE UNIVERSITY OF WEST GEORGIA

BAUM, JAMES KENNETH: ASSOCIATE PROFESSOR OF EDUCATION EMERITUS, DEPARTMENT OF MIDDLE AND SECONDARY GRADES EDUCATION, COLLEGE OF EDUCATION, EFFECTIVE DEC 1, 1997.

(G) MACON STATE COLLEGE

HYATT, S. AARON: PRESIDENT EMERITUS, EFFECTIVE NOV 12, 1997.

(H) SOUTH GEORGIA COLLEGE

WILKERSON, THOMAS A.: VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROFESSOR OF SPEECH EMERITUS, EFFECTIVE NOV 12, 1997.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPROVAL OF LEAVES OF ABSENCE: THE BOARD APPROVED THE LEAVES OF ABSENCE AND THE SALARIES FOR THE PERIOD RECOMMENDED AT THE FOLLOWING INSTITUTIONS:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

FERTIG, LOUIS B.: SR RESEARCH ENGINEER, (NTT) ELECTRONIC SYSTEMS LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, LEAVE FROM SEP 1, 1997 TO JUN 30, 1998, WITHOUT PAY.

ROGLIN, ROBERT L.: RESEARCH ENGINEER II, AEROSPACE SCIENCE LABORATORY, GEORGIA TECH RESEARCH INSTITUTE, LEAVE FROM OCT 1, 1997 TO JUN 30, 1998, WITHOUT PAY.

(B) GEORGIA STATE UNIVERSITY

HARPER, MARGARET M: ASSOCIATE PROFESSOR, DEPARTMENT OF ENGLISH, COLLEGE OF ARTS & SCIENCES, LEAVE FROM SEP 15, 1997 TO JUN 15, 1998, WITH PAY.

KERN, ROY M: PROFESSOR, DEPARTMENT OF COUN. & PSYCH. SRVS., COLLEGE OF EDUCATION, LEAVE FROM APR 15, 1997 TO AUG 25, 1997, WITH PAY.

(C) UNIVERSITY OF GEORGIA

ANDERSON, JAMES L: PROFESSOR, DEPARTMENT OF CHEMISTRY, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM JAN 6, 1998 TO JUN 11, 1998, WITH PAY.

CHEN, CHIA-MING: SR RESEARCH SCI, WARNELL SCHOOL OF FOREST RESOURCES, LEAVE FROM DEC 1, 1997 TO JUN 30, 1998, WITH PAY.

DATTA, GAURI SANKAR: ASSOCIATE PROFESSOR, DEPARTMENT OF STATISTICS, FRANKLIN COLLEGE OF ARTS AND SCIENCES, LEAVE FROM SEP 12, 1997 TO JUN 11, 1998, WITH PAY.

(D) GEORGIA COLLEGE & STATE UNIVERSITY

BENNETT, ELIZABETH L.: ASSOCIATE PROFESSOR, DEPARTMENT OF BIOLOGICAL & ENVIRONMENTAL SCIENCES, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1998 TO DEC 31, 1998, WITH PAY.

SCHUETTE, PAUL H.: ASSOCIATE PROFESSOR, DEPARTMENT OF MATHEMATICS & COMPUTER SCIENCE, COLLEGE OF ARTS & SCIENCES, LEAVE FROM JAN 1, 1998 TO JUN 30, 1998, WITH PAY.

(E) KENNESAW STATE UNIVERSITY

ROBLEY, LOIS R.: ASSISTANT PROFESSOR, DEPARTMENT OF BACCALAUREATE DEGREE NURSING, SCHOOL OF NURSING, LEAVE FROM JAN 2, 1998 TO MAR 12, 1998, WITHOUT PAY.

(F) SOUTHERN POLYTECHNIC STATE UNIVERSITY

HARTFIELD, FRED D: ASSOCIATE PROFESSOR, DEPARTMENT OF COMPUTER SCIENCE, COLLEGE OF ARTS AND SCIENCES, LEAVE FROM SEP 16, 1997 TO JUN 15, 1998, WITH PAY.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPROVAL OF FACULTY FOR TENURE STATUS CHANGE: THE BOARD APPROVED TENURE STATUS CHANGE FOR THE FOLLOWING FACULTY MEMBERS, EFFECTIVE ON THE DATES INDICATED:

(A) DEKALB COLLEGE

CLARK, MARGIE M.: DEPT HEAD-ASST PROF, DIVISION OF DEVELOPMENTAL STUDIES (GWINNETT CTR), FROM TENURE TRACK TO NONTENURE TRACK, EFFECTIVE SEP 23, 1997.

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM: THE BOARD APPROVED THE PART-TIME APPOINTMENTS OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

FOWLER, BARBARA: ADMIN SPECIALIST-ADMIN, AS NEEDED FOR PERIOD BEGINNING OCT 6, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

RUMIANO, EDMOND F: ASST TO THE DIRECTOR, SCHOOL OF MATHEMATICS, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING OCT 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(B) GEORGIA STATE UNIVERSITY

BYNUM, RICHARD C: DIRECTOR ADMINISTRATIVE EDITORIAL SERVICES, AS NEEDED FOR PERIOD BEGINNING SEP 2, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HILL, PEGGY J: ASSOCIATE PROFESSOR, SCHOOL OF NURSING, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING NOV 17, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

NORRIS, ROSE M: ASSOCIATE PROFESSOR, SCHOOL OF NURSING, COLLEGE OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING NOV 17, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(C) UNIVERSITY OF GEORGIA

CAPITAN, WILLIAM H.: PART-TIME PROFESSOR, HONORS PROGRAM, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1998 AND ENDING MAR 20, 1998, AT LESS THAN HALF TIME.

COOK, WALTER LEE JR.: ASST PROFESSOR EMERITUS, SCHOOL OF HEALTH & HUMAN PERFORMANCE, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JAN 6, 1998 AND ENDING MAR 20, 1998, AT LESS THAN HALF TIME.

KINEY, RUTH: ADMINISTRATIVE SECRETARY, SCHOOL OF MUSIC, FRANKLIN COLLEGE OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

LAVENDER, KAREN W.: SR PUBLIC SERVICE ASSOC, VICE PRESIDENT FOR SERVICE, FOR PERIOD BEGINNING JAN 1, 1998 AND ENDING MAR 31, 1998.

MATTHEWS, KENNETH MCCARTY: PROFESSOR EMERITUS, SCH OF LEADERSHIP & LIFELONG LEARNING - DEPT OF EDU LEADERSHIP, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 12, 1997 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(C) UNIVERSITY OF GEORGIA (CONTINUED)

WILLIAMS, JOY PORTER: ASSOC DIRECTOR-ACADEMIC, HONORS PROGRAM, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AS NEEDED FOR PERIOD BEGINNING SEP 12, 1997 AND ENDING JUN 11, 1998, AT LESS THAN HALF TIME.

(D) ALBANY STATE UNIVERSITY

TROUTMAN, OCIE W.: PART-TIME INSTRUCTOR, DEPARTMENT OF DEVELOPMENTAL STUDIES, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 23, 1997 AND ENDING JUN 15, 1998, AT LESS THAN HALF TIME.

(E) ARMSTRONG ATLANTIC STATE UNIVERSITY

ANDERSON, DONALD D.: ASST ATHLETIC DIRECTOR OF FACILITIES & SERVICES, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUL 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

MATHEWS, MARGARET T.: TEMPORARY ASST PROFESSOR, (NTT) DEPARTMENT OF NURSING, SCHOOL OF HEALTH PROFESSIONS, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 20, 1998, AT LESS THAN HALF TIME.

STEPHENS, JACQUELYN W: PROFESSOR EMERITA, COLLEGE OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING JUN 20, 1997 AND ENDING JUN 20, 1998, AT LESS THAN HALF TIME.

(F) AUGUSTA STATE UNIVERSITY

BOWSHER, HARRY F.: PROFESSOR EMERITUS, DEPARTMENT OF CHEMISTRY & PHYSICS, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

RICHART, SILVIA G.: ASOP EMERITA, DEPARTMENT OF CHEMISTRY & PHYSICS, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

SISK, JEANNINE E.: ASSISTANT PROFESSOR, DEPARTMENT OF NURSING, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

TURNER, JANICE B.: PROFESSOR EMERITA, DEPARTMENT OF CHEMISTRY & PHYSICS, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

(G) COLUMBUS STATE UNIVERSITY

CHAPPEL, JAMES HARVEY: PROFESSOR, DEPARTMENT OF LANGUAGE & LITERATURE, SCHOOL OF ARTS & LETTERS, AS NEEDED FOR PERIOD BEGINNING SEP 22, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(H) FORT VALLEY STATE UNIVERSITY

CANTY, GEORGE JR.: ASOP EMERITUS, DEPARTMENT OF CHEMISTRY, SCHOOL OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 17, 1997 AND ENDING DEC 2, 1997, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(H) FORT VALLEY STATE UNIVERSITY (CONTINUED)

HILL, J. C., JR.: ASSISTANT PROFESSOR, DEPARTMENT OF ENGLISH, SCHOOL OF ARTS AND SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 17, 1997 AND ENDING DEC 2, 1997, AT LESS THAN HALF TIME.

PIERCE, EDWARD W.: PROFESSOR, DEPARTMENT OF EDUCATION, SCHOOL OF EDUCATION, GRADUATE AND SPECIAL ACADEMIC PROGRAMS, AS NEEDED FOR PERIOD BEGINNING SEP 17, 1997 AND ENDING DEC 2, 1997, AT LESS THAN HALF TIME.

(I) KENNESAW STATE UNIVERSITY

ROGATO, MARY ELIZABETH: ASOP EMERITUS, DEPARTMENT OF ENGLISH, COLLEGE OF ARTS, HUMANITIES & SOCIAL SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING MAY 30, 1998, AT LESS THAN HALF TIME.

(J) NORTH GEORGIA COLLEGE & STATE UNIVERSITY

BICKLEY, ALLAN STARR: ASSISTANT PROFESSOR, DEPT OF HEALTH, PHYSICAL EDUC & RECREATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

HAMMOND, LYMAN L.: ASST PROFESSOR EMERITUS, DEPARTMENT OF FINE ARTS, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

PEARCE, JOHN FRANKLIN: PROFESSOR EMERITUS, DEPARTMENT OF BUSINESS ADMINISTRATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

SOROHAN, LAWRENCE JOSEPH: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

TRUE, JUDITH N.: PROFESSOR EMERITUS, DEPARTMENT OF EDUCATION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(K) ATLANTA METROPOLITAN COLLEGE

ELBERT, WELDON EUGENE: PROFESSOR OF PSY EMERITUS, DIVISION OF SOCIAL SCIENCE, AS NEEDED FOR PERIOD BEGINNING SEP 19, 1997 AND ENDING AUG 15, 1998, AT LESS THAN HALF TIME.

(L) BAINBRIDGE COLLEGE

MOBLEY, EDWARD D.: PROFESSOR EMERITUS, (NTT) AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 15, 1998, AT LESS THAN HALF TIME.

PERRY, JAMES EARL: PART-TIME INSTRUCTOR, SCIENCES DIVISION, AS NEEDED FOR PERIOD BEGINNING SEP 1, 1997 AND ENDING JUN 12, 1998, AT LESS THAN HALF TIME.

(M) FLOYD COLLEGE

BOWMAN, BETTY J.: PART-TIME ASSOC PROFESSOR, DIVISION OF HEALTH SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 23, 1997 AND ENDING JUN 15, 1998, AT LESS THAN HALF TIME.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

7. Administrative and Academic Appointments and Personnel Actions, Various System Institutions (Continued)

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM (CONTINUED):

(M) FLOYD COLLEGE (CONTINUED)

DEMPSEY, BARBARA A.: PART-TIME INSTRUCTOR, DIVISION OF LEARNING SUPPORT, AS NEEDED FOR PERIOD BEGINNING SEP 23, 1997 AND ENDING JUN 15, 1998, AT LESS THAN HALF TIME.

LEE, H. WAYNE: PART-TIME INSTRUCTOR, DIVISION OF SOCIAL AND CULTURAL STUDIES, AS NEEDED FOR PERIOD BEGINNING SEP 23, 1997 AND ENDING JUN 15, 1998, AT LESS THAN HALF TIME.

APPOINTMENT OF FACULTY MEMBERS PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM: THE BOARD APPROVED THE PART-TIME APPOINTMENTS OF FACULTY MEMBERS OVER THE AGE OF SEVENTY PREVIOUSLY RETIRED FROM THE UNIVERSITY SYSTEM:

(A) GEORGIA INSTITUTE OF TECHNOLOGY

NEUMANN, HENRY M.: PROFESSOR EMERITUS, SCHOOL OF CHEMISTRY & BIOCHEMISTRY, COLLEGE OF SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 22, 1997 AND ENDING DEC 12, 1997, AT LESS THAN HALF TIME.

(B) UNIVERSITY OF GEORGIA

HALE, WILLIAM HARVEY JR.: PART-TIME ASSOC PROFESSOR, INSTITUTE OF GOVERNMENT, VICE PRESIDENT FOR SERVICE, AS NEEDED FOR PERIOD BEGINNING NOV 17, 1997 AND ENDING JUN 30, 1998, AT LESS THAN HALF TIME.

(C) AUGUSTA STATE UNIVERSITY

ATKINS, ADELHEID M.: PROFESSOR EMERITA, DEPARTMENT OF LANGUAGE & LITERATURE, SCHOOL OF ARTS & SCIENCES, AS NEEDED FOR PERIOD BEGINNING SEP 15, 1997 AND ENDING JUN 13, 1998, AT LESS THAN HALF TIME.

APPOINTMENT OF FACULTY: THE BOARD APPROVED THE FOLLOWING NUMBERS OF APPOINTMENTS OF FACULTY MEMBERS AT THE SALARIES AND FOR THE PERIOD RECOMMENDED AT THE FOLLOWING INSTITUTIONS:

GEORGIA INSTITUTE OF TECHNOLOGY	36
GEORGIA STATE UNIVERSITY	15
MEDICAL COLLEGE OF GEORGIA	3
UNIVERSITY OF GEORGIA	24
GEORGIA SOUTHERN UNIVERSITY	6
ALBANY STATE UNIVERSITY	1
ARMSTRONG ATLANTIC STATE UNIVERSITY	1
CLAYTON COLLEGE & STATE UNIVERSITY	5
FORT VALLEY STATE UNIVERSITY	7
GEORGIA COLLEGE & STATE UNIVERSITY	1
GEORGIA SOUTHWESTERN STATE UNIVERSITY	1
STATE UNIVERSITY OF WEST GEORGIA	4
ATLANTA METROPOLITAN COLLEGE	1
DARTON COLLEGE	3
DEKALB COLLEGE	1
FLOYD COLLEGE	3
MACON STATE COLLEGE	1

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

8. Information Item: Redirection of the Associate of Science in Nursing From an External Degree to an On-Campus Program, Abraham Baldwin Agricultural College

President Harold J. Loyd has informed the Board of Regents of the intent of Abraham Baldwin Agricultural College ("ABAC") to discontinue the external degree off-campus nursing classes offered by ABAC's Division of Nursing in Valdosta, Georgia. Abraham Baldwin Agricultural College is not requesting permission to discontinue its successful associate in nursing degree; the college will continue to offer that degree on-campus.

South Georgia Medical Center in Valdosta has informed ABAC that it plans to eliminate its contributions to the external degree program. The center provided space and assistance with other costs. There has been a steady decline in the level of financial support received from South Georgia Medical Center. ABAC has experienced a decline in the number and retention of students at this site. Additionally, the college provided four full-time faculty positions for this off-campus site. ABAC's Planning Council advised the college in preparing redirection plans to discontinue nursing classes at South Georgia Medical Center in Valdosta, Georgia.

The Valdosta nursing location accepts an entering freshman class each spring quarter and operates on a non-traditional quarter plan of spring, summer and fall for the freshman year, followed by a spring, summer, and fall plan for the sophomore year. Freshmen who will become sophomores spring 1998 will be provided instruction in Valdosta to graduation in fall 1998. The current class of sophomores will graduate fall 1997. A notice has been provided to South Georgia Medical Center that a freshman class will not be taken fall 1998.

This substantive redirection will result in a much better utilization of nursing faculty members. The four faculty members employed full-time at the Valdosta site have been notified of the discontinuation of this location. The Nursing Division will transfer these four positions to the ABAC campus to offer evening classes in nursing for students, effective fall semester 1998. The college does not currently offer on-campus evening nursing classes. The day and evening classes will be placed on a traditional schedule. The decision to offer evening classes is based on the fact that Valdosta State University does not have an A.S.N. program, but rather has a B.S.N. program. Valdosta Technical Institute does not have an A.S.N. program, but has an L.P.N. program.

9. Information Item: Establishment of the W. J. Usery, Jr. Center for the Workplace, Georgia State University

President Carl V. Patton has informed the Board of Regents that Georgia State University has established the W. J. Usery, Jr. Center for the Workplace.

The mission of the center will be to promote a better understanding of past, present, and future policies that engender a positive relationship between American workers and their employers. The center will collaborate with the College of Business Administration, the College of Law, and School of Policy Studies to provide students with a working knowledge of effective labor-management relations and national labor policy promoting alternative dispute resolution. The primary activities of the center will be continuing education, labor-management heritage programs, conferences on workplace issues, innovative dispute resolution methods, and labor-management leadership.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

10. Specialized Accreditations

- Information Item: Attainment of the National Association of Schools of Public Affairs and Administration Accreditation, Valdosta State University

President Hugh C. Bailey has informed the Board of Regents that Valdosta State University's master of public administration ("M.P.A.") program is in conformance with the professional standards of the National Association of Schools of Public Affairs and Administration. As a result, the M.P.A. program will be fully accredited for the next seven years.

- Information Item: Attainment of Approval by the Georgia Board of Nursing, Valdosta State University

President Hugh C. Bailey has informed the Board of Regents that Valdosta State University's baccalaureate degree nursing program is in conformance with the standards of the Georgia Board of Nursing. This approval is based on the most recent site visit report and the passing percentage of first-time writers on the 1996 NCLEX-RN examination and will be effective through December 31, 1998.

- Information Item: Attainment of Southern Association of Colleges and Schools for the Bachelor of Applied Science Degree, Valdosta State University

President Hugh C. Bailey has informed the Board of Regents that Valdosta State University's bachelor of applied science degree program is in conformance with the standards of the Southern Association of Colleges and Schools. No follow-up activity is required in terms of their transfer of credit policies. This accreditation is included as part of the overall institutional accreditation.

- Information Item: Reaccreditation of the Council on Rehabilitation for the Rehabilitation Counselor Education Program, Georgia State University

President Carl V. Patton has informed the Board of Regents that Georgia State University's rehabilitation counselor education degree program is in conformance with the standards of the Council on Rehabilitation and that reaccreditation has been extended through academic year 2004-2005.

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

11. Information Item: Applied Learning Experiences/Clinical Training

Pursuant to authority granted by the Board at its meeting on February 7 and 8, 1984, the presidents of the listed institutions have executed the indicated number of memoranda of understanding respecting affiliation of students for applied learning experiences/clinical training in the programs indicated:

Georgia State University		Nursing	1	
Cardiopulmonary Care	2	Psychology		1
Counseling	2	Recreation and Sports Mgmt.		2
Educational Psychology	2			
Kinesiology and Health	2	Armstrong Atlantic State University		
Nursing	11	Nursing	1	
Nutrition	2	Augusta State University		
Physical Therapy	4, 1R	Psychology		2
Psychology	2	Columbus State University		
Social Work	5, 1R	Allied Health		1R
Speech and Audiology	2	Physical Education		1R
Medical College of Georgia		Georgia College & State University		
Allied Health	3, 1R	Allied Health		1
Assoc. Dental Sciences	1	Kennesaw State University		
Biochemistry	1R	Nursing	9	
Clinical Pharmacy	2	North Georgia College & State University		
Health Info. Management	1R	Nursing	4R	
Medicine	1R	Physical Therapy		1
Nursing	4, 5R	State University of West Georgia		
Occupational Therapy	1, 2R	Nursing	4R	
Physical Therapy	2, 3R	Physical Education		1
Physician's Assistant	5, 1R	Dartmouth College		
Psychiatry	1	Health Information Technology		1
Surgery	3	Physical Therapy Assistant		1
Telemedicine	2, 1R	Phlebotomy program		3R
University of Georgia		DeKalb College		
Allied Health	2R	Nursing	1R	
Child and Family Development	2	Coastal Georgia Community College		
Counseling	1	Nursing	4	
Foods and Nutrition	1	South Georgia College		
Pharmacy	8, 1R	Nursing	8R	
Recreation and Leisure	3, 11R			
Social Work	6, 16R	TOTAL		173
Teacher Education	1R			
Georgia Southern University				
Leadership	1			

R=Renewal

COMMITTEE ON EDUCATION, RESEARCH, AND EXTENSION

12. Information Item: Service Agreements

Pursuant to authority granted by the Board at its meeting on February 7 and 8, 1984, the presidents of various institutions executed 20 service agreements with various agencies for the purposes and periods designated in a list presented to the Board in the agenda material. A brief synopsis of each agreement was presented. Awards for the month of November totaled \$829,008. The list of these service agreements is on file in the Office of Planning and Policy Analysis in the Division of Academic Affairs in the Central Office, and a copy of each agreement is on file at the respective institutions.

COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law met on Wednesday, November 12, 1997 at approximately 10:55 a.m. in the Board Room. Committee members in attendance were Chair Juanita P. Baranco, Vice Chair Elridge W. McMillan, and Regents Thomas F. Allgood, Sr., Edgar L. Jenkins, and Donald M. Leebern, Jr. Chair Baranco reported to the Board that the Committee had ten applications for review. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the following:

1. In the matter of Doug Hughes at Georgia College & State University, concerning termination of employment, that the application for review be denied.
2. In the matter of Crystal D. Meadows at Georgia College & State University, concerning termination of employment, that the application for review be denied.
3. In the matter of Gregory C. Phillips at the University of Georgia, concerning suspension from the University pending disposition of criminal charges pending, that the application for review be denied.
4. In the matter of Scott A. Jimenez at Georgia State University, concerning readmission, that the application for review be remanded to the university with instructions.
5. In the matter of Janice Reaves at University of Georgia, concerning a grievance, that the application for review be denied.
6. In the matter of Dr. Ijas Awan at Savannah State University, concerning denial of promotion, that the application for review be denied.
7. In the matter of Dr. Solomon Fesseha at DeKalb College, concerning nonselection/discrimination, that the application for review be denied.
8. In the matter of Alissa Benefield at Georgia College & State University, concerning a grievance, that the application for review be continued.
9. In the matter of Charlotte Doughty at the Georgia Institute of Technology, concerning elimination of position, that the application for review be continued pending settlement.
10. In the matter of Thomas Stevens (Phi Beta Sigma Fraternity) at the University of Georgia, concerning sanctions in hazing-related incidents, that the application for review be denied.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

At approximately 1:35 p.m., Chair Clark convened the meeting of the Strategic Planning Committee as a Committee of the Whole, and he turned the chairmanship of the meeting over to Regent Leebern.

Chair Leebern thanked Chair Clark and, on behalf of Vice Chair Allgood and himself, explained that this was the second session of the Committee’s year-long focus on teacher education. He then turned the floor over to Dr. James Muyskens, Senior Vice Chancellor for Academic Affairs, who welcomed the Board to this installment of the teacher preparation initiative. He reminded the Board of the overall strategy for the Committee for this year and explained that it would involve examining the current status of teacher preparation in Georgia, determining what is and is not working, and understanding the complexities of the issue, rather than trying to find solutions at this point. Then, beginning in February 1998, the Committee will be formulating principles as a framework for its recommendations, and the discussions of October through December 1997 will aid in formulating those principles. Dr. Muyskens also reminded the Board that the Teacher Education Advisory Committee consists of educators, school administrators, and people from the communities; he announced that the superintendent of White County schools, Dr. James Jenkins, will also be on this committee. Beginning in April through July, the Strategic Planning Committee will begin developing and taking action on some recommendations. At the October 1997 meeting, the Board discussed recruitment and the question: who are Georgia’s teachers, and how did they get there? As a follow-up, Dr. Muyskens mentioned that in the Regents’ briefing books, there was new material about the different routes by which people enter teaching. In addition, he said that one of the issues of great interest to the Regents as well as others was Scholastic Aptitude Test (“SAT”) scores and that over the next few months, the Board of Regents will be looking at those scores as well as how they differ from institution to institution and by major.

Dr. Muyskens then asked the Board to turn its attention to the question of the day: what happens when a person enters a teacher certification program? He said that many people would be speaking to the Board about this issue and giving an overview of teacher preparation. There is no typical program, Dr. Muyskens stressed, as each program has its own unique features. However, the Board would be examining the main elements of teacher education programs as well as some specific examples of particular programs. Then, Dr. Muyskens introduced Dr. Lloyd Newberry, Dean of the College of Education at Armstrong Atlantic State University (“AASU”), who would characterize typical features of teacher education programs in Georgia. Dr. Muyskens reminded the Regents that at the October 1997 Board meeting, it was announced that the Pathways to Teaching program at AASU had won the Ford Foundation’s Innovation in American Government competition. Since then, Dr. Muyskens said, Dr. Newberry and his colleagues presented the Pathways to Teaching program to a committee of the U.S. House of Representatives at the Innovations in American Government awards program. He expressed his enthusiasm about Dr. Newberry’s speaking to the Board and said that joining Dr. Newberry were Dr. Curtis Martin, Dean of the School of Education at Fort Valley State University, and Dr. Sam Deitz, Dean of the College of Education at Georgia State University (“GSU”).

Dr. Newberry thanked Dr. Muyskens, Chair Clark, the Chancellor, and the members of the Board for the opportunity to speak about teacher education. He thanked Regent McMillan in particular for helping initiate the Pathways to Teaching program. Dr. Newberry said that any dean would jump at the opportunity to speak before the Board about teacher preparation, because there are many misconceptions that shed negative light on the issue. As an example, he said that in the previous week, a major metropolitan Atlanta newspaper ran an editorial titled “Educate the Educators.” One statement in the editorial read, “As a result of poorly trained teachers, Georgia kids may be learning geometry from someone who last cracked open a math book in high

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

school.” Dr. Newberry said that this statement was more than misleading, because even kindergarten teachers have had college courses in mathematics. He said that this was the type of problem that the System is up against from a public relations standpoint and one of the reasons he was so eager to speak to the Board.

“We’ve come a long way in teacher preparation,” explained Dr. Newberry. He said that in the 1960s, he was a zoology and chemistry major at the University of Georgia (“UGA”) and he considered teaching science. However, when he took some education courses, his impression was that they were “Mickey Mouse” courses and he was not impressed with what he learned from them. Today, Dr. Newberry said, teacher preparation courses are substantive, appropriate, and necessary to prepare teachers for today’s classrooms.

Dr. Newberry expressed that his task before the Board was both easy and difficult. It was easy because he deals with this material every day and is very familiar with it. It was difficult because he had to explain all of teacher preparation in about ten minutes. He said that he would like to talk about the special things that each institution does in its teacher preparation programs. For example, at AASU, there are programs that are drawing national attention, which are the Troops to Teachers and Pathways to Teaching programs. These are the kinds of developments that the newspaper reporters are always wanting to hear about, Dr. Newberry explained. However, what he needed to address before the Board was what all the teacher education programs have in common. He said that even in those areas, there are some slight differences, but for the most part, they are similar from program to program.

The first thing that happens to a person interested in teaching is that he or she must be admitted into a teacher education program, explained Dr. Newberry. The general requirements for admission (which vary slightly by institution) are 60 quarter hours of credit and a 2.5 grade point average (“GPA”). Passing of the Regents’ Test and Praxis I (a national standardized test covering the areas of reading, writing, and arithmetic), written and oral screening, ten hours of volunteer service in an educational setting, letters of recommendation from both arts and sciences and teacher education faculty, and a criminal background check are also requirements for admission into a teacher preparation program.

Dr. Newberry said that once a student is admitted into an education program, he or she enters a comprehensive system of advisement. The student is assigned a faculty mentor who he or she must see quarterly. The student is also given career counseling to ensure that he or she has selected the right field of study. Then, a program of study is developed that the student will follow throughout his or her college career.

The programs that students enter are many, Dr. Newberry explained, but the three most common programs are secondary (grades 7-12), middle grades (grades 4-8), and early childhood (pre-kindergarten through grade 5). The curriculum in these three areas of study is composed of four parts: the System core curriculum, content, pedagogy (courses teaching how to teach), and content pedagogy (how to teach particular subject matter). Under the curriculum in secondary programs, a student would be taking 90 hours in the core, 55 hours in content, and 40 hours in pedagogy. The student would get a degree with a major in the content area (e.g., chemistry), taking his electives in education so that he would be recommended for certification, or he would get a degree in arts in sciences with teacher certification. Dr. Newberry stated that at AASU, students earn their degrees in arts and sciences with certification.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

To obtain certification in middle grades, Dr. Newberry said that a student would take 90 hours in the core curriculum, 30 hours in content, 25 hours in content pedagogy, and 40 hours of pedagogy. The student would obtain a degree in education with two areas of content concentration or a broad spectrum in content, depending on the institution.

To obtain certification in early childhood, Dr. Newberry explained that a student would take 90 hours in the core, 10 hours in content, 45 hours in content pedagogy, and 40 hours in pedagogy. He explained that although it may seem that students do not take enough hours of content, they actually take a broad spectrum of content through the core.

Dr. Newberry then expressed that he would like to discuss in more detail what the term pedagogy means. He explained that pedagogy is taught by teacher education faculty. The various types of courses that fall under the classification of pedagogy include learning theory and assessment, diagnosis and prescription for exceptional children (which responds to State law), curriculum, classroom management, technology, and student teaching.

Content pedagogy, Dr. Newberry explained, is taught by teacher education faculty and/or arts and sciences faculty. These are courses that address how to teach specific content areas. Content pedagogy is one of the areas that creates a great deal of confusion, Dr. Newberry said, because many people confuse it with regular pedagogy. He stressed that content pedagogy courses are approximately 85% content. For example, a student preparing to be a high school chemistry teacher who is taking a course on how to teach electron spin theory must first understand what electron spin theory is. Dr. Newberry then handed a textbook titled *Modern Math*, an elementary mathematics textbook which was written by the head of the Mathematics and Computer Science Department at AASU, to the Regents to pass around. He explained that the course is generally taught by an arts and sciences mathematics faculty member and that the Regents would notice that the book is approximately 90% content. He also said that this book was for the third course in mathematics to prepare teachers to teach prekindergarten through fifth grade.

The content course work is taught exclusively by arts and sciences faculty members, explained Dr. Newberry. So, in all three teacher preparation programs he described, arts and sciences faculty teach the majority of courses. The liberal arts core is also taught by arts and sciences faculty members.

Dr. Newberry asserted that two components integrated in all teacher preparation programs in Georgia are field experience and technology. Most pedagogy courses have a field experience component, when a teacher education student is placed in a school. Programs require volunteer service in an educational setting; September practicum where students learn how to do testing, diagnostics, and placement of students; 15 weeks of student teaching; documented experience in all grade levels in which the student will be certified to teach; and experience teaching in diverse settings. Dr. Newberry contended that these requirements are an accreditation standard. Students who are fulfilling the field experience requirements are placed with exemplary teachers, and they are required to attend professional conferences and workshops.

In the technology component of the teacher preparation program, Dr. Newberry said that all students are required to take a computer science course and must meet the International Society for Technology Education standards. Education faculty are required to take faculty development in technology and are required to model technology in the classroom. There are even technology labs that are dedicated exclusively to teacher education. Additionally, students are required to model technology in their student teaching.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

In all teacher education programs, Dr. Newberry explained, there is monitoring of students to ensure that they are following their programs and networking to ensure that students can get help either in course work, in their practicums, or even into their first year of teaching. Education faculty are required to model best practices in their classrooms, and students are also required to model best practices in their practicums. A curriculum inventory is maintained, which has current textbooks, software, and multimedia to which teacher education students have access. Dr. Newberry stated that students are required to develop portfolios, including videos of their teaching ability, studies they have performed, letters of recommendation from faculty, technology components, and demonstration that they have met all program standards. A student’s portfolio can be given on a disk to a school superintendent when he or she is considering hiring a particular teacher education graduate. According to Dr. Newberry, all teacher education programs in System institutions are involved in co-reform of teacher preparation in schools, a P-16 activity. Teacher preparation programs collaborate with arts and sciences faculty and schools in the following areas: advisement, joint appointments, practicum supervision, curriculum development, committee representation, team teaching, discipline alliances (which are meetings between college faculty who teach freshmen and high school faculty to ensure seamless transition from high school to college), career counseling, and partner schools, where many students do their practicum.

Dr. Newberry explained that all teacher preparation students must pass the Georgia Teacher Certification Test (“TCT”), which is a content-based examination. Most System institutions require that students pass the TCT before they can do their student teaching. The TCT is being replaced by Praxis II, a much tougher content examination based on national standards. (The replacement will be fully implemented within one and one-half years.) Dr. Newberry stated that all teacher preparation programs must be accredited by the National Council for Accreditation of Teacher Education (“NCATE”); 42% of the programs in the nation (500 of 1,200) are NCATE accredited, while 50% of the programs in Georgia are accredited, including all System programs. NCATE accreditation requires that strong collaboration exist between arts and sciences and education faculty, that all faculty in education departments have at least three years of experience as classroom teachers, that all students have at least a 2.5 GPA in the core curriculum for admission to a teacher education program, that complete field experience in all grade levels be included in teacher certification, and that there must be field experience in ethnically and socioeconomically diverse settings.

Dr. Newberry apologized to the Board for having to speak so fast but said that he wanted to give the Regents at least an outline of a full education program. He then thanked the Board and asked if there were any questions.

Dr. Muyskens reminded the Board that two of Dr. Newberry’s colleagues, Dr. Deitz and Dr. Martin, were also present to answer questions.

Regent Cannestra said that he had observed that the criteria in the selection for teachers seems to favor the recent graduates and does not seem to have an avenue for more-experienced or older persons to get into the system. He asked if those persons were handled in another way.

Dr. Muyskens interjected that this is one of the major issues that the Board is contemplating.

Dr. Newberry said that there are special programs for such persons and that he was just presenting the common components of traditional programs. He said that the Troops to Teachers program is an example of a short-cut program into teacher certification.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Regent Clark asked Dr. Newberry if there was an ongoing process to try to improve the pedagogy courses and asked if such courses were really necessary.

Dr. Newberry replied that there is a constant effort to improve those courses.

Dr. Deitz also responded that one of the roles of the faculty is research, and in colleges of education, there are faculty who are constantly involved in researching issues of pedagogy. Those issues are brought back into the classroom, and it is an iterative cycle where what is required is constantly improving based on data with children as well as data with education graduates.

Regent Jenkins commented that it appeared to him that approximately 70% of courses are taught in the arts and sciences. He questioned whether the sizes of colleges of education are being reduced as a result.

Dr. Deitz said that the number of courses being taught by arts and sciences faculty has increased over the years but not dramatically. Arts and sciences faculty have always taught the core, and arts and sciences faculty have always taught the majors. For example, a student who wants to teach English on the secondary level takes courses in English in the school of arts and sciences. What programs have tried to do is work hand in hand with colleges of arts and sciences to jointly teach content pedagogy courses. So, he said, colleges of education are not diminishing. In fact, some of them are growing, and there are more alternative routes into certification now than there were even five years ago. Those alternative programs need the same kind of attention in that they need to be field-based, and the process is a very faculty-dependent one.

Chair Leebern asked when a decision is made to no longer teach a program for which interest or need is waning.

Dr. Newberry said that faculty in the arts and sciences who teach the content are constantly changing it to keep it up to date. Also, the teacher education students are taught to teach the quality core curriculum, which is constantly reviewed and updated.

Dr. Martin said that such decisions do not take as long as they have in the past. For example, education programs are updated every year now. In response to Regent Clark's earlier question regarding whether or not pedagogy courses were really necessary, he said that programs are now more competency-based so that an individual who already has some of the experience taught in such courses (i.e., former military) may exempt some of those courses. He said that allowances are being made for individuals who bring the kinds of experience that will make them good teachers in the schools.

Regent Cannestra said that from the statistic that 50% of Georgia's teacher preparation programs are NCATE accredited and the fact that all teacher preparation programs in the System are accredited, he had deduced that only two private institutions have NCATE-accredited education programs.

Dr. Newberry said that a number of those institutions are now attempting to get accreditation that have not attempted to before. He explained that this is partly due to the fact that the Professional Standards Commission has only recently adopted NCATE standards.

Regent Cannestra asked whether the 2.5 GPA requirement for admission into an education program is constant and whether it could be raised to accommodate supply and demand.

STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"

Dr. Newberry said that the 2.5 GPA was only an example of the minimum GPA requirement for System institutions and that several System institutions have higher admissions standards. At AASU, he is trying to get the faculty to agree to a 3.0 GPA for admission into the early childhood program because it is a saturated market rather than an area of critical need.

Dr. Muyskens thanked Drs. Newberry, Martin, and Deitz. He said that there were a few key points that had been divulged in the discussion that he wanted to emphasize. He stressed that the teacher preparation curriculum is taught by arts and sciences faculty, not just education faculty, and he said that the Board would need to consider the right balance of content courses and education courses. He also stressed that exemplary classroom teachers also teach education students through field experiences. He said that the people who teach teachers are arts and sciences faculty, education faculty, and master teachers.

Dr. Muyskens said that this had been the first part of the Strategic Planning Committee's introduction to teacher preparation programs and the next part would be two specific examples of teacher education programs. The first example would be a secondary English education program, and it would be presented by the following four people from the University of Georgia: Dr. Patti McWhorter, Mentor Teacher and Chair of English, Cedar Shoals High School; Dr. Sally Hudson-Ross, Associate Professor, English Education; Ms. Meredith Miller, Teacher Candidate, Cedar Shoals High School; and Dr. Peg Graham, Assistant Professor, English Education. Dr. Muyskens then turned the floor over to Dr. McWhorter.

Dr. McWhorter explained that she and her colleagues represented the University of Georgia Network for English Teachers and Students ("NETS"). She said that NETS began its work in the summer of 1994, when a group of 25 English teachers from school districts surrounding UGA and two university colleagues met to redesign the English education student teaching program. Many of the participants that summer had been mentor teachers and student teachers in the original program. Dr. McWhorter stated that the goal of NETS was to more firmly connect the campus experience with the experience of real schools and real students. She stated that NETS currently consists of 25 seventh through twelfth grade English teachers who have worked together for four years. She remarked that their involvement in the program is extensive. They collaboratively determine where each student teacher will be placed, and they assist in designing the campus assignments and school experiences and requirements. They consider themselves mentor teachers, not just supervising teachers. Their mission is to work beside the 20 to 25 teacher candidates in the program. In this program, student teachers are called "teacher candidates," Dr. McWhorter explained, because they do not technically student teach until the spring quarter of each year. The two university professors and graduate assistants in the program are responsible for teaching the required courses and for working with the schools and the mentor teachers. The community involved in NETS includes seven local schools and their students and administrators. In conclusion, Dr. McWhorter commented that NETS also continues to maintain contact with the 65 program graduates who are now first-, second-, and third-year teachers.

Next, Dr. Hudson-Ross approached the Board. She said that she would elaborate on some of the issues the Regents had raised. She explained that the students who come into the English education program at UGA are required to have a GPA far higher than a regular English major at the university. An English major has to have a 2.0 GPA to get into that program, while an English education major must have a 2.6 GPA to get into the education program and must also maintain that GPA to stay in the program. This year's class of teacher candidates has an average GPA of 2.8. She said that English education majors have the same content background (45 credit hours beyond the sophomore year) as regular English majors when they graduate. Furthermore, English education majors can go two routes within the program. Some earn an undergraduate STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"

bachelor of science in education degree, while others have been accepted into a modified master's degree

program. Those in the master's program have had previous experience and degrees in fields such as advertising, banking, journalism, and even the armed services. So, this year's class is a combination of bachelor's and master's students, with the master's students doing extra work that counts toward their master's degrees, which they will accomplish outside the year-long program they are involved in with the baccalaureate students.

In addition to that strong content base, Dr. Hudson-Ross said, 30 more hours in content pedagogy were added. Those courses help students take the knowledge from their English courses into the field. She commented that in that morning's paper, there had been a letter to the editor responding to the editorial that Dr. Newberry had discussed. In it, the writer said that he had just finished his degree work in mathematics at the doctoral level but that he could not teach mathematics in a public school. She said that the author of the letter understood that there is a lot more to pedagogy than there appears to be. The students in the English education program take the 30 hours in content pedagogy so that they know how to make sense of the content for adolescents, how to evaluate what they have taught, and how to use that knowledge to improve their instruction for student achievement. Throughout these courses, Dr. Hudson-Ross contended, students are spending 10 to 12 hours a week in the schools in field experiences where an explicit effort is made to connect the campus experience with the school experience. Finally, by March, when the students enter the field full-time for student teaching, they are very well prepared. Then, she introduced Ms. Miller, a student in the program, who would describe her experiences so far this fall to the Board.

Ms. Miller explained that her work actually began before the fall quarter at UGA began. Beginning in the third week of August, she attended the first two weeks of school, including the first week of preplanning. During this time, she learned the school procedures and specific policies by attending many school and countywide meetings. She helped the teachers prepare for the school year, including arranging the classrooms and preparing the grade books and student files. She said that she experienced the beginning of the school year from a new perspective, the teacher's perspective. She expressed that the pedagogy classes were very helpful, because a person can know a subject well but not know how to teach it well. The pedagogy classes taught her not only how to convey information to her students but also how to teach her students skills that are necessary for their futures, such as critical thinking and problem solving skills. Ms. Miller said that this fall quarter, her English education class had been teaching lessons designed by their mentor teachers or themselves, writing lesson plans for and teaching a short unit of approximately three days, and participating as partners with their mentor teachers in classroom research. In addition, the students have been active in various community and academic events at the school, such as pep rallies, sports events, parents' conferences, and faculty and department meetings. Ms. Miller then turned the floor over to Dr. Graham.

Dr. Graham explained that on campus, courses on the teaching of literature, language, and composition are integrated, and an effort is made to expose the teacher candidates to recent research and theory in English language arts instruction. Through the teacher research projects designed on campus and carried out at the local schools, teacher candidates explore issues related to adolescent culture and they examine the differences and the commonalities of the seven schools where they are placed to better understand what different school cultures are. Dr. Graham said that the fall quarter is the time to contemplate how classroom management becomes an integral part of teacher planning and decision making as teacher candidates consider approaches to learning that encourage full student participation and shared responsibility for that learning. The teacher candidates also study assessment alternatives which allow students to demonstrate their abilities

STRATEGIC PLANNING COMMITTEE, "COMMITTEE OF THE WHOLE"

and their intelligence. During the fall quarter, the faculty on campus work toward a fuller appreciation of

how theory and school experience are intimately connected, and they strive to communicate regularly with mentor teachers about what unfolds in the campus classroom. The faculty have found that communication is greatly facilitated by dialog journals, which are journals passed between mentor teachers, teacher candidates, and education instructors. On campus, a weekly bulletin is published in which the faculty describe all of the campus activities and model what lesson plans should look like. Additionally, every participant in NETS has an E-mail account for quick, reliable communication with one another.

During the winter quarter, Dr. Graham continued, the campus arrangement changes only slightly, as teacher candidates take ten hours in curriculum development and five hours in the teaching of reading. As before, they work in their schools 12 hours a week, but now, they teach more frequently. The focal point of their shared work in winter quarter is on planning for real students in real classrooms in real school contexts. She maintained that this is a key benefit to the program, since by winter quarter, teacher candidates have a more developed sense of the individual needs of learners and they have seen how mentor teachers accommodate that kind of diversity among the students in their classrooms. At this point, teacher candidates and their mentor teachers have genuine questions about the students in their classrooms and about those students' learning, so together, they develop a collaborative research project, which is based on questions emerging from that shared practice and their deep investment in the same set of students. Every winter quarter, teacher candidates participate as a group in a state conference, such as the Georgia Council of Teachers of English, held in Savannah this year. The students are both attendees and presenters, and in this way, they become fully aware of a larger professional network available to them throughout their careers.

Dr. Graham said that in the spring quarter, teacher candidates begin full-time student teaching for ten weeks, and they have, at this point, developed the units of study during the winter quarter that build on the student learning they have seen unfold since school began. She stated that mentor teachers and university professors assume some new roles at this stage. They act as research assistants, collecting data for the students. They also offer advice and provide feedback in order to promote teacher candidates' reflection on their teaching. They also engage teacher candidates in professional dialog as a means of promoting their growth as teachers who must learn across the span of their teaching careers. Dr. Graham then stepped down.

Dr. McWhorter then approached the Board again to further clarify the program requirements. She explained that it is important to understand that the Georgia Professional Standards Commission now requires 200 hours of field experience in schools for teacher candidates. She said that the teacher candidates in her program have over 200 hours of field experience by December and 120 more hours of experience during the winter quarter, and by the time spring quarter rolls around, they have amassed over 400 hours, for a total of at least 720 hours of field experience in this year-long program. However, she said, the campus experience is not just credit hours, either. It is time spent with university professors who team teach and integrate all courses into the field experience over the entire year. They work with the mentor teachers as partners both in the schools and on campus to build a coherent program. Likewise, the school experience is not just field experience credit hours. Rather, it is time spent with committed mentor teachers, most of whom have been with this program for all four years of its existence. These teachers continue their own professional development through voluntary summer group meetings and by attending and presenting their work at professional conferences. Along with the university professors, she said, they are true collaborators in all aspects of the program. Dr. McWhorter then thanked the Board and stepped down.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Dr. Muyskens reminded the Board that these presenters were two education faculty members, a mentor teacher, and a student, and he thanked the group for showing the Board an example of a real partnership in teacher preparation. He said that whereas this was an example of a teacher preparation program for secondary education, the next group of presenters from Georgia State University would be describing an early childhood education program. He then introduced the following persons from GSU: Dr. Brenda Galina, Chair of the Department of Early Childhood Education; Dr. Carol Foster, Associate Professor (English/language arts); and Dr. Molly Weinburgh, Assistant Professor (math/science/technology). He told the Board to look for similarities in and differences between the program preparing teachers to teach in high school and the program preparing teachers to teach in elementary school.

Dr. Galina explained that she would be talking to the Board about early childhood education at GSU and what her department did to win the 1997 Exemplary Practice Award from the Professional Standards Commission of Georgia. She mentioned that the entry requirement into the bachelor of science program in early childhood education at GSU is a 2.75 GPA. Then, she explained that the purpose of the program is to prepare teachers to direct the education of children from pre-kindergarten through the fifth grade in all subjects. The students of the program start together and move all the way through the program together. Furthermore, the program is totally field-based; in other words, the students work within the classroom throughout the program.

Dr. Galina said that the components of the early childhood program at GSU are integrated instruction in content and methodology appropriate for young children, extensive field-based experience in pre-kindergarten through fifth grade, infusion of technology to enhance teaching, and collaboration with metropolitan Atlanta public school systems. In the content component of the program, there are four blocks, or groupings of courses: prekindergarten, cultural diversity, literacy, and math/science/technology. In the pre-kindergarten block of the curriculum, the students are taught management skills, child development skills, and curriculum and they are placed in pre-kindergarten classrooms for three half-days each week. They are also observed and evaluated by a college supervisor one time during this block. During the cultural diversity block of the program, students are given on-campus instruction in cultural diversity and affective development and then are exposed to a truly multicultural school for two to three days a week. In that component of the curriculum, the students are taught social studies and child development and they are observed and evaluated by a college supervisor three times. In the literacy block of the program, students are taught how to teach reading, writing, listening, and speaking, including phonics-based instruction, and in that block, they are placed in an urban setting, such as inner-city Atlanta, for seven weeks, three days a week. Also during this block, they are observed and evaluated by a college supervisor three times. In the math/science/technology block, the students receive on-campus instruction in science and mathematics curriculum, materials, and methodology, and they are placed in technologically advanced schools for seven weeks, three days a week, during which time, they are observed and evaluated by a college supervisor four times. Dr. Galina then introduced Dr. Weinburgh to discuss the subject of technology in more detail.

Dr. Weinburgh explained that early childhood majors at GSU are introduced to technology as soon as they enter the program. The professors model the infusion of technology so that it becomes an integral part of instruction, and the students develop lessons which use technology to facilitate learning for children. The students are also engaged in seminars to enhance technology skills in the following areas: productivity and presentational software, distance learning via GSAMS and GPTV, laser disc programs, digital cameras, scanning, video taping and editing, review of educational and instructional software, communication
via
E-mail, and academic Internet resources. The students use this knowledge to enhance their teaching in the

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

classroom. In the event that the classroom in which a student is placed does not have the technology he or she needs, the student is able to check out all appropriate equipment from the Instructional Technology Center at GSU. According to Dr. Weinburgh, students are able to do this because of Dr. Deitz’s foresight to begin planning for the infusion of technology several years ago. She then turned the floor back to Dr. Galina.

Dr. Galina asserted that another element of the program that makes it unique is its field experience. Students are in the field from the very beginning of the program. She reiterated that the organization of the field placement is such that the student is first in a pre-kindergarten program, then a multicultural setting, then an urban setting, then a technologically advanced setting, and then a suburban setting. Not only are students placed in these environments during their program, they are also placed in the following classroom levels: prekindergarten, kindergarten, first grade, second or third grade, and fourth or fifth grade. So, when a student graduates, he or she has experience in and can teach in every possible setting.

Not only do students have field-based experience throughout their program, Dr. Galina continued, they also have two formal student teaching quarters (20 weeks), which next year, will be two student teaching semesters. The students have an opening school experience, in which they spend one week in preplanning and are there the first week the children arrive. Then, they consecutively take Student Teaching I and II, two labor-intensive quarters of full-day classroom teaching experience. Dr. Galina stated that the education faculty observe the students for 30 minutes and conference with the students for 45 minutes every week. So, the faculty are in the collaborative schools a great deal of the time. Dr. Galina stressed that early childhood education is a hands-on experience, and then, she showed a brief video of some of her students at work in the classroom. The video demonstrated how in elementary school classrooms, small-group activities extend the learning and enjoyment of the larger group and how a multidisciplinary approach makes learning richer and accessible to all types of learners.

After the video, Dr. Galina explained that in order to have hands-on learning in the early childhood education program, there must be schools willing to collaborate with the program. She said that there are collaborative schools all over the metropolitan Atlanta area and that school faculty help choose the early childhood education candidates. School principals help select the exemplary teachers who will be mentors, and the feedback of the schools also helps to shape and change the early childhood education curriculum. Close relationships are also developed between education faculty and personnel directors, which facilitates the hiring process, and education faculty provide professional development for the cooperating schools. In conclusion, she commented that close collaboration is part of what makes the program so strong. Other key elements that make the program strong are its field-based approach, its dedicated faculty, its mission, and innovation. Then, Dr. Galina stepped down.

Dr. Muyskens thanked all of the presenters and asked the Regents if they had any questions or comments.

Regent Averitt asked what percentage of credit hours were earned in the field and what percentage were earned on campus.

Dr. Galina responded that in her program, approximately 80% of credit hours are earned in the field and 20% are earned on the college campus. Dr. Muyskens reminded the Board that the early childhood education students enter the program after they have completed their core curriculum (i.e., in the junior year).

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Dr. Hudson-Ross responded that in the secondary English program at UGA, the junior year is spent learning content and the senior year is field-based.

Chair Leebern said that if the GPA requirement is market-driven, the students' GPAs will rise to meet that admissions requirement, and he questioned what would happen when the admissions standards were high enough that there were no applicants.

Dr. Galina responded that there is at least a two-quarter waiting list at GSU to get into the early childhood education program and that 45 are admitted each quarter. She remarked that even when the GPA requirement was raised, the number waiting to get into the program remained constant.

Chair Leebern commented that the demand must far exceed the supply, and Dr. Galina agreed. He then asked the presenters what aspects of the programs they would like to see expanded and what elements could be cut back.

Dr. McWhorter responded that in her program, she would like for there to be more time for the classroom teachers to work with the university professors. She stressed that the collaboration between them was the most essential part of the program.

Chair Leebern asked whether there should be more time with any one element in the course work, for instance, cultural diversity or technology.

Dr. Galina explained that in her program, students have learned the basics in their core and they are in the program to learn how to teach.

Chair Leebern asked whether a student teacher has any flexibility in her class planning to concentrate on specific need areas (i.e., mathematics) when she is in the field.

Dr. Galina said that in the early childhood education program, a student has the luxury of being alone in the classroom with the children, and if he sees the need to concentrate on a particular subject, he can stop everything to ensure that the children understand.

Dr. Graham explained that Chair Leebern's question addressed the complexity of teaching and said that, regardless of classroom goals, teachers must be certain they have a community of learners who are going to be able to engage in the learning, especially if the classroom is more interactive. She stressed that education students must learn to stop and do what it takes to get the children to understand the subject, because the process of teaching is complex.

Dr. Newberry interjected that he wished to address the earlier question about the role of GPAs in specific programs as it relates to supply and demand. He said that in some areas, for instance, chemistry, a 2.5 GPA is generally required. A student interested in teaching chemistry would obtain a bachelor's degree in chemistry and take her electives in teacher education courses so that she can be recommended for certification. Such a student would have to have a 2.5 GPA to be certified to teach high school chemistry, but she would only have to have a 2.0 GPA to be a chemist or chemical engineer. However, Dr. Newberry

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

pointed out, the chemist or chemical engineer would expect an average starting salary of \$32,000, whereas a high school chemistry teacher will have a \$22,000 starting salary. So, it is difficult to get chemistry teachers, and he said that supply and demand should be considered in each program.

Regent Baranco said that the differences between the way that teachers are prepared for early childhood education and the way that teachers are prepared for high school made her wonder whether the Committee would be looking at transitional issues. She said that as a parent of four, she felt that the transition from elementary to high school can be traumatic for a child. She recognized that the Regents had not seen a middle grades presentation, but she said that she did not feel that what happens in the middle grades is necessarily geared toward dealing with that transition.

Dr. Muyskens said that would certainly be something to examine in the course of this initiative.

Regent Dahlberg asked whether there is a program to help people who have been out of teaching for a while to come back to teaching and what would be required to do so.

Dr. Muyskens interjected that in December, the Committee would examine that issue more closely.

Dr. Martin replied to Regent Dahlberg’s question by saying that it was not a difficult process for those persons who want to return to teaching. Depending on the amount of time a person has been out of the field, she would probably just need to reapply for positions if her certificate is still valid. If her certificate has expired, he said, she would probably just have to upgrade her certificate, which generally requires only ten quarter hours of course work. Dr. Martin stressed that all of the programs are making efforts to identify individuals who have left the field to determine why they left, to address those issues, and to encourage them to come back to teaching.

Chair Leebern asked if there were any other questions, and there were none.

Dr. Muyskens said that he wanted to outline the lessons learned from the day’s presentations to the Committee. He stressed that teaching is no easy task, and that much is incorporated into the education curriculum. Teachers at all levels need sufficient depth of understanding in their content areas to help all children reach high academic expectations, but they also must know how to teach. So, he said, one of the issues that the Committee should be contemplating is what is the perfect balance of content and pedagogy. Preparing teachers must be a team effort, Dr. Muyskens asserted. He said the number of hours that education students spend on the campuses and in classrooms is not as important as whether they will be effective teachers. In conclusion, he reminded the Committee that in December, it would be focusing on what happens when an education student graduates and begins teaching.

Chair Leebern thanked Dr. Muyskens and said that the Committee appreciated the enthusiasm of the presenters in their presentations.

Dr. Muyskens reminded the Committee that at the October meeting, there was a mission wrap-up and that one item was not completed at that time. The issue regarded the name of DeKalb College and the fact that external reviewers had pointed out that its name did not fully reflect the college’s current mission. He said that the name being submitted for Board approval was Georgia Perimeter College, which better reflects the five-campus presence of the college and its accessibility to Atlanta’s major traffic corridors.

STRATEGIC PLANNING COMMITTEE, “COMMITTEE OF THE WHOLE”

Chancellor Portch interjected that each campus would be identified by its campus name, for instance, the Dunwoody campus. With motion properly made, seconded, and unanimously adopted, the Board approved and authorized the name change, effective July 1, 1998.

Chair Leebern then asked for a motion to recess the meeting of the Strategic Planning Committee as a Committee of the Whole. With motion properly made, seconded, and unanimously adopted, the Board was reconvened in its regular session.

UNFINISHED BUSINESS

Chair Clark presented to the Board for discussion an issue that had been brought up earlier in the year concerning whether the Board should meet in January 1998. After much discussion, the Regents agreed that there were several items that would need to be reviewed in January and that there would, therefore, be a January 1998 meeting of the Board.

NEW BUSINESS

Chair Clark announced that the Southern Polytechnic State University Presidential Search Committee would be chaired by Regent Cannestra and that Regents Dahlberg and McMillan would also be on the Committee. He then turned the floor over to Dr. Arthur N. Dunning, Senior Vice Chancellor for Human and External Resources.

Dr. Dunning announced that President Nicholas L. Henry of Georgia Southern University proposed to award an honorary degree to Mr. Frank Everett Williams. A native of Bulloch County, Mr. Williams attended Emory University and began his career as a pharmacist, opening the College Pharmacy upon his return to Statesboro in 1932. He was appointed President of Sea Island Bank in 1970, and he served the bank in this role until 1983, when he became Chairman of the Board, a position he still holds today. Known for his service in politics, Mr. Williams served in the State house and senate during the 1950s and was appointed a Regent of the University System of Georgia in 1955 for a seven-year term. In Statesboro, as Chair of the City and County Boards of Education, he oversaw the merge of the two school systems. His community service extends to the Chamber of Commerce and the United Way, and he was named a Paul Harris Fellow by the Rotary Club. Mr. Williams' service to the University System includes his support of the Georgia Southern Foundation, which he helped establish in 1962. He has served in nearly every office of the board of directors of that foundation, including president, since that time. Dr. Dunning then submitted, on behalf of President Henry, the nomination for Board approval. With motion properly made, seconded, and unanimously adopted the Board approved the honorary degree.

PETITIONS AND COMMUNICATIONS

Secretary to the Board Gail S. Weber announced that there were three items to bring before the Board at this point. First, she explained that Regent Suzanne G. Elson had resigned from the Board of Regents for health reasons. Secondly, she said that a resolution had been prepared for Mr. Robert W. Batten, who served on the Teachers Retirement System Board of Trustees as a representative for the Board of Regents of the University System of Georgia for many years. The resolution will be framed and presented as follows:

RESOLUTION

WHEREAS, Mr. Robert W. (Bob) Batten, a distinguished and long-time (31 ½ years) Professor and Director of the Actuarial Science Program at Georgia State University, one of the leading programs of actuarial science in the nation, served with honor and distinction as a member of the Teachers Retirement System Board of Trustees for almost six years, serving on both the investment and administrative procedures committees; and

PETITIONS AND COMMUNICATIONS (Continued)

WHEREAS, Mr. Batten, who retired on July 1, 1997, was instrumental in the establishment of the Optional Retirement Plan for certain employees of the University System of Georgia and during his tenure as a member of the Teachers Retirement System Board of Trustees, the value of its portfolio increased from \$12 billion to \$28 billion; and he also facilitated a number of improvements to the Teachers Retirement System benefitting its member constituency, including the passage of legislation allowing retirement with 25 years of service and a decrease in the contribution percentage paid by University System employees; and

WHEREAS, the University System and its employees have reaped the benefits of Mr. Batten's wisdom and good judgment while he served on several committees and as director of numerous academic programs and activities; in addition, his many articles, speeches and scholarly papers have benefitted the entire academic and business community of our nation; and his dedication to and interest in the students at Georgia State University earned him numerous excellence in teaching awards throughout his years of service;

NOW, THEREFORE, BE IT RESOLVED, that we, the members of the Board of Regents of the University System of Georgia, do hereby convey to Mr. Robert W. Batten, our personal and official gratitude for his distinguished record of service to the Teachers Retirement System and its member constituency and to those employees of the Board of Regents who depend upon the Teachers Retirement System as their primary source of income during their retirement years.

Witnesseth this ____ day of _____, 1997.

Stephen R. Portch
Chancellor, University System of Georgia
1998

S. William Clark, Jr.
Chairman, Board of Regents 1997 -

Finally, Ms. Weber announced that the Board will next be meeting on December 9 and 10, 1997 in Atlanta in the Board Room.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 3:15 p.m. on November 12, 1997.

s/_____
Gail S. Weber
Secretary to the Board
Board of Regents
University System of Georgia

s/_____
S. William Clark, Jr.
Chair, Board of Regents
University System of Georgia