RECOMMENDATIONS PRESENTED AT PRIOR CIC MEETINGS NOT DISCUSSED (DUE TO TIME LIMITATIONS); NEEDING FURTHER DISCUSSION; OR NOT SUPPORTED BY ONE/BOTH FIRST LEVEL REVIEWER

OWG 4: Business:
(reviewed & NOT supported by Funke Fontenot and Kimberly Holmes):

1. Recommends that the Associate of Applied Science (AAS) degree and Certificate programs for Legal Assistant/Paralegal Studies, currently within the Department of Business at Darton State College (DSC) be housed in the College of Business at the new Albany State University (ASU):

Unlike two-year transfer degrees, an AAS prepares students for employment upon completion. In Georgia, most AAS Paralegal programs are housed in technical colleges where they are typically within Business departments. Strong ongoing demand for DSC's fully-online programs justified their continuance when nearly all other AAS programs were discontinued. The Board of Regents allows institutions to offer Bachelor of Applied Science (BAS) programs which allow students who have completed an AAS to continue on to a four-year degree that will accept all their credit hours. The only BAS programs at the current ASU are within the College of Business. Thus, the college has experience with students whose objectives do not include completing a traditional BS or BA degree. Moreover, the only BAS program in Paralegal Studies in the USG is at the University of North Georgia where it is in the Mike Cottrell College of Business.

Recommendation Not Approved: Review of the program content reveals the alignment of the coursework to a law or political science or criminal justice program.

PARA 1110	Introduction to the Paralegal Profession	3 hours
PARA 1120	The Understanding of Law	3 hours
PARA 1150	Real Estate Law	3 hours
PARA 2110	Family Law	3 hours
PARA 2120	Contract Law	3 hours
PARA 2124	Tort Law	3 hours

PARA 2130	Bankruptcy Law	3 hours
PARA 2140	Employment Law	3 hours
PARA 2164	Criminal Law and Procedure	3 hours

OWG 4: Business:
(reviewed & concerns by Funke Fontenot and Kimberly Holmes):

2.   Recommends that DSC's LEAD 1101 (Leadership Development) will be housed in the College of Business and will be added to the new ASU COB course offerings:

LEAD 1101: Leadership Development: The purpose of the course is to help students identify the attributes of effective leaders so that they can build their leadership potential and develop skills that will be of benefit to them personally and in their chosen profession. Prerequisite: None:

> LEAD 1101 has been a part of Social Science at DSC but taught by Business faculty. This was not a problem at DSC as Social Science and Business were in the same department. With the separation of Social Science and Business into two different colleges at the new ASU, we recommend keeping the course in the college with its teaching faculty.

Concerns by FF and KH not reported in time to include on agenda-will be addressed at CIC meeting.

OWG 5: Education:
ON HOLD: Subject to System Office review of program productivity.

1.   Recommends continuing to offer the following current ASU programs at the new ASU:

- **Educational Specialist Degree in Educational Leadership**
- **Master of Education Degree in Educational Leadership**
- **Master of Education Degree in School Counseling**
- **Master of Education Degree in Early Childhood Education**
- **Master of Education Degree in Middle Grades Education**
- **Master of Education Degree in Special Education General Curriculum**
- **Bachelor of Science Degree in Early Childhood Education**
- **Bachelor of Science Degree in Middle Grades Education**
- **Bachelor of Science Degree in Special Education Adaptive Curriculum**

In addition to the degree programs, the College of Education should continue to offer the following add-on certification endorsements at the graduate level:

- **English Speakers of Other Languages Endorsement**
- **Gifted Endorsement**
- **K-5 Mathematics Endorsement**
- **K-5 Science Endorsement**
- **Online Teaching Endorsement**
- **Reading Endorsement**
- **Teacher Leader Endorsement:**

The listing includes certificates and degrees currently offered at DSC and ASU which are anticipated to have sufficient demand to continue at the new ASU.

OWG 6: Humanities:
(reviewed & NOT supported by Funke Fontenot and Kimberly Holmes):

1. Recommends continuing to offer the following classes as part of the Addiction Counseling Certificate:

HUST 1110	**Families and Other Systems**
HUST 2000	**Group Theory and Process**
HUST 2650	**Applied Community Health**
HUST 2050	**Counseling Theories and Methods**
HUST 2700	**Understanding and Treating Addictions**
HUST 2750	**Current Trends in Addiction and Mental Health:**

These six classes meet the 270 educational hours required by the Georgia Addiction Counselors Association (GACA) for certification as an addiction counselor. DSC is the only college in Georgia approved to provide these classes and online. These classes are designed to meet the 8 skill groups required for all addiction counselors and in the specific areas of pharmacology, cultural diversity, HIV-AIDS, Ethics, assessment, and counseling. The program has graduates employed around the state including The Anchorage, Graceway, Private Clinic, Aspire, Turning Point, Chatham ACT, Archbold Behavioral Health, just to name a few. With changes in the sentencing guidelines for drug offenders becoming more treatment based, the need for this program will only grow. Because of GACA approval, other addiction counseling credentialing boards will accept our classes for their required educational hours, so we have had students from New York, Washington State, Wisconsin, and as far away as Okinawa Japan and Paris, France.

NOT APPROVED: Due to financial aid implications, courses included in certificate programs that do not have potential to be counted towards any degree cannot be approved at this time. Further discussion is necessary regarding plans to support such credentials.

Recommends that the Department of Mathematics and Computer Science be split into two new departments for the purpose of efficiency, effectiveness, and productivity:

1. **Department of Mathematics (or Department of Mathematical Sciences whichever we prefer).**
2. **Department of Computing:**

(A)   Justification: The Department of Mathematics will continue to focus on the unit mission which includes:
(i)   Offering B.S. Degree program in Mathematics, and in the future offer a degree program in Applied Mathematics and Data Sciences,
(ii)   Offering Graduate Degree program in Mathematics Education,
(iii)   Completing the process of approval of M.S. Degree Program in Applied Mathematics (already submitted to the BOR)
(iv)   Supporting ASU by offering core courses, and supporting courses for all majors as is traditionally done,
(v)   Continuing to focus on the Open Access Mission of Darton State College, and reaching out to surrounding counties to offer college-level courses to qualified high school students,
(vi)   Implementing all-embracing retention strategies, including offering online courses,
(vii)   Working with other institutions in the region in research, development, and outreach.
These unit activities will only be enhanced if Mathematics is given the status of a Department.

(B)   Justification: The Department of Computing will have an opportunity to expand, recruit and retain students, and meet its unit mission. This includes:
(i)   Diversify and offer additional degree offering in the ever expanding field of computing,
(ii)   Seek ways to retain students,
(iii)   Expand to offer M.S. degree program in Computer Science and Information Technology.

Comment: Organizational Structure is being addressed through a different process. The information provided in this recommendation will be taken into consideration.

ORIGINAL RECOMMENDATION: (reviewed & supported by Funke Fontenot concerns/suggestions from Elizabeth Perkins):
REVISED RECOMMENDATION: (reviewed & supported by Funke Fontenot and Kimberly Holmes):

ORIGINAL RECOMMENDATION:
6.   Recommends incorporating the following course descriptions for all math courses 2000 level:

Courses Included in Recommendation:

- MATH 0987, 0989, 0997, 0999 (Learning Support Math)
- MATH 1101 – eCore Only, 1401 – eCore Only and 1501 – eCore Only (eCore Collegiate Courses)
- MATH 1001, 1111, 1113, 1211, 2008, 2111, 2112, 2213 and 2411 (Collegiate Courses)

Note: The recommendation for the course description of MATH 2008 has already been submitted and approved.   The description is included in this recommendation in order to provide a complete list for all math courses through the 2000 level:

Math Course Descriptions

1. **MATH 0987 Foundations for Quantitative Reasoning**

Description: A course designed to help students learn the basics of algebra and other topics necessary for Math 1001 - Quantitative Skills and Reasoning; including the study of elementary algebra, real number sets, set operations, linear equations, and introductory probability and statistics.
Prerequisites: None.   **Corequisites:** None.   **Offered:** All semesters.

EMGP: DISCUSSION: This description does not line up with the one presented for 0989 in that it does not list the exit requirements, need for co-req after completion, etc. The 0989 description is more comprehensive and clear for students. Additionally, the description for 1001 does not include the word "algebraic." Does this course need to include this information if these skills are not present in the 1001 description (they may be needed and/or taught – just asking for clarification). Also, it should likely be added that a student may only have two attempts in the course. Finally, for full catalog information, please provide lecture-lab-credit hours.

2. **MATH 0989 Foundations for College Algebra**

Description: Math 0989 is the study of elementary algebra, which will include the study of signed numbers, linear equations, polynomials and factoring. This course is a first semester developmental course which will prepare the student for Math 1111 and its co-requisite course

Math 0999. After successful completion of MATH 0989 with an A, B, or C, students will be required to register for MATH 1111 and MATH 0999 in their next semester of enrollment.

Prerequisites: None.   **Corequisites:** None.   **Offered:** All Semesters

EMGP: APPROVED – (However, it should likely be added that a student may only have two attempts in the course. Also, for full catalog information, please provide lecture-lab-credit hours).

3. MATH 0997 Support for Quantitative Reasoning

Description: This course provides an introduction to the algebraic concepts and techniques necessary for MATH 1001. This course will focus on additional support for MATH 1001 assignments and will serve as a continuation of the information covered in the MATH 1001 classroom. The topics covered include performing basic operations with rational and real numbers, representing mathematical relationships symbolically, set notation, evaluating expressions, plotting and graphing in the Cartesian coordinate system, using percentages, and solving linear equations.

Prerequisites: MATH 0987 or required scores for co-requisite remediation placement.
Corequisites: MATH 1001.   **Offered:** All Semesters.

EMGP: APPROVED – However, for full catalog information, please provide lecture-lab-credit hours. Additionally, the description for 1001 does not include the word "algebraic." Does this course need to include this information if these skills are not present in the 1001 description (they may be needed and/or taught – just asking for clarification).

4. MATH 0999 Support for College Algebra

Description: This course provides an introduction to the algebraic concepts and techniques necessary for MATH 1111. This course will focus on additional support for MATH 1111 assignments and will serve as a continuation of the information covered in the MATH 1111 classroom. The topics covered include performing basic operations with rational, real, and complex numbers, simplifying expressions, solving algebraic equations (linear, quadratic, polynomial, exponential, logarithmic), factoring polynomials, operating with rational and radical expressions and equations. Appropriate applications with the graphing calculator will be included. A TI-83 Plus or TI-84 graphic display calculator is required.

Prerequisite: MATH 0989 or required scores for co-requisite placement.
Corequisite: MATH 1111.   **Offered:** All Semesters

EMGP: APPROVED –However, for full catalog information, please provide lecture-lab-credit hours.

5. **MATH 1001 Quantitative Reasoning**

Description: This course emphasizes quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, basic probability, data analysis, and modeling from data. A TI 83 or 84 graphing calculator is required for this course. Students receiving credit for MATH 1001 cannot receive credit for MATH 1101 or 1111.

Prerequisite: MATH 0099, MATH 0987, MATH 0989 or satisfactory math scores to place into co-requisite remediation or higher.   **Offered**: All Semesters

EMGP: However, for full catalog information, please provide lecture-lab-credit hours.

6. **MATH 1101 Introduction to Mathematical Modeling – eCore only**

Description: This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Students receiving credit for MATH 1101 cannot receive credit for MATH 1001 or 1111.

Prerequisites: Satisfactory math placement score.   **Offered:** All Semesters

EMGP: Addressed in a recommendation above.

7. **MATH 1111 College Algebra**

Description: This course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. A TI 83 or 84 graphing calculator is required. Students receiving credit for MATH 1111 cannot receive credit for MATH 1001 or MATH 1101.

Prerequisite: MATH 0099, MATH 0989 or satisfactory math scores to place into corequisite remediation or higher.   **Offered:** All semesters.

EMGP: APPROVED –However, for full catalog information, please provide lecture-lab-credit hours.

8. **MATH 1113 Precalculus**

Description: This course is an intensive study of the basic functions needed for the study of calculus. Topics include algebraic, functional, and graphical techniques for solving problems with algebraic, exponential, logarithmic, and trigonometric functions and their inverses. A TI 83 or 84 graphing calculator is required.

Prerequisite: MATH 1111 or one year of high school trigonometry and satisfactory math placement score or consent of Division Dean.   **Offered:** All Semesters

EMGP: APPROVED –However, for full catalog information, please provide lecture-lab-credit hours. Also, I would clarify what this satisfactory score is—it can mean different things to different people, and that does not create fairness or consistency for students, and it can also cause problems with adequate preparation.

9.   MATH 1211 Calculus I

Description: This is a beginning course in calculus. Topics include differentiation and integration of algebraic and trigonometric functions and applications of differentiation and integration. A TI 83 or 84 graphing calculator is required.

Prerequisite: MATH 1113   **Offered:** All Semesters

EMGP: DISCUSSION: While I understand that eCore has a different number and description, the name is the same. This should be reconciled to be one name/number system or use different names.

10. MATH 1401 Introduction to Statistics – eCore only

Description: The course is a course in basic statistics. Topics include descriptive statistics, probability, distributions, hypothesis testing, inferences, correlation, and regression.

Prerequisites: Math 1001 Quantitative Reasoning, Math 1101 Mathematical Modeling, Math 1111 College Algebra, or Math 1113 Precalculus.   **Offered:** All Semesters

EMGP: DISCUSSION: While I understand that eCore has a different number and description, the name is the same. This should be reconciled to be one name/number system or use different names.

11. MATH 1501 Calculus – eCore only

Description: Topics to include functions, limits, continuity, the derivative, antidifferentiation, the definite integral, and applications.

Prerequisites: Math 1113 - Pre-calculus or its equivalent.   **Offered:** All Semesters

EMGP: DISCUSSION: While I understand that eCore has a different number and description, the name is the same. This should be reconciled to be one name/number system or use different names.

12. MATH 2008 Foundations of Numbers and Operations

Description: This course is an Area F introductory mathematics course for teacher education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

Prerequisites: MATH 1001, MATH 1111, MATH 1113 or approved equivalent.
Offered: All Semesters

EMGP: ADDRESSED ABOVE

13. MATH 2111 Linear Algebra

Description: This course concentrates on operations with vectors, matrices, systems of linear equations, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors.

Prerequisite: MATH 1211.   **Offered:** Fall and Spring.

EMGP: APPROVED –However, for full catalog information, please provide lecture-lab-credit hours.

14. MATH 2112 Calculus II

Description: This course is a continuation of Calculus I. Topics include differentiation and integration of transcendental functions, techniques and applications of integration, improper integrals, parametric equations, sequences and series.

Prerequisite: MATH 1211.   **Offered:** Fall and Spring.

EMGP: APPROVED –However, for full catalog information, please provide lecture-lab-credit hours.

15. MATH 2213 Calculus III

Description: Topics include vectors, the calculus of vector-valued functions, polar coordinates, spherical coordinates, function of several variables, directional derivatives, Lagrange multipliers, multiple integrals and applications of multiple integrals.

Prerequisite: MATH 2212.   **Offered:** Fall and Spring.

EMGP: DISCUSSION: The pre-req of 2212 must be a typo? Or the Calc II course is listed with a wrong number?

16. MATH 2411 Introduction to Statistics

Description: This is an elementary course in descriptive and inferential statistics. Areas covered include frequency distributions, graphing techniques, the normal distribution, descriptive measures, probability, hypothesis testing, correlation, linear regression, and confidence intervals. A TI 83 or 84 graphing calculator is required.

Prerequisites: MATH 1001, MATH 1111, MATH 1113 or consent of Division Dean.
Offered: All semesters.

EMGP: DISCUSSION: While I understand that eCore has a different number and description, the name is the same. This should be reconciled to be one name/number system or use different names.

REVISED RECOMMENDATION:
Recommends incorporating the following course descriptions for all math courses 2000 level:

Courses Included in Recommendation:

- MATH 0987, 0989, 0997, 0999 (Learning Support Math)
- MATH 1101 – eCore Only, 1401 – eCore Only and 1501 – eCore Only (eCore Collegiate Courses)
- MATH 1001, 1111, 1113, 1211, 2008, 2111, 2112, 2213 and 2411 (Collegiate Courses)

Explanation of Recommendation: *Addressing reasons for return:*

1) Included lecture-lab-credit hours to all listed courses.

2) Name/Numbering of eCore Classes: The committee retains its initial recommendation. The difference in the numbering systems help to distinguish eCore form non-eCore, beneficial for assessments, while using the same names helps to solidify that both options for are designed to meet the same objections.

3) MATH 0987 Word Choice: The word algebra appropriate for the description of MATH 0987 even though the official USG description for MATH 1001 does not include the word (or any variation of the word).

4) Calculus II Numbering Error: The course information for Calculus II has been updated to include the correct numbering (2212).

5) The number of attempts should not be included with individual course descriptions as this is covered within the LS policies.

6.) Satisfactory scores are not included as they are subject to change in the current 2016-2017 academic year. The USG is adopting a change from using Compass scores to an MPI; this change takes place in November of 2016. The MPI score ranges depend upon which pieces of information are used to compute the score.

Math Course Descriptions

1. **MATH 0987 Foundations for Quantitative Reasoning**   (3-0-3)

Description: A course designed to help students learn the basics of algebra and other topics necessary for Math 1001 - Quantitative Skills and Reasoning; including the study of elementary algebra, real number sets, set operations, linear equations, and introductory probability and statistics. This course is a first semester developmental course which will prepare the student for Math 1001 and its co-requisite course Math 0997. After successful completion of MATH 0987 with an A, B, or C, students will be required to register for MATH 1001 and MATH 0997 in their next semester of enrollment.

Prerequisites: None.
Corequisites: None.
Offered: All semesters.

2. **MATH 0989 Foundations for College Algebra**   (3-0-3)

Description: Math 0989 is the study of elementary algebra, which will include the study of signed numbers, linear equations, polynomials and factoring. This course is a first semester developmental course which will prepare the student for Math 1111 and its co-requisite course Math 0999. After successful completion of MATH 0989 with an A, B, or C, students will be required to register for MATH 1111 and MATH 0999 in their next semester of enrollment.

Prerequisites: None.
Corequisites: None.
Offered: All Semesters

3. **MATH 0997 Support for Quantitative Reasoning**   (2-1-2)

Description: This course provides an introduction to the algebraic concepts and techniques necessary for MATH 1001. This course will focus on additional support for MATH 1001 assignments and will serve as a continuation of the information covered in the MATH 1001 classroom. The topics covered include performing basic operations with rational and real numbers, representing mathematical relationships symbolically, set notation, evaluating expressions, plotting and graphing in the Cartesian coordinate system, using percentages, and solving linear equations.

Prerequisites: MATH 0987 or required scores for co-requisite remediation placement.
Corequisites: MATH 1001.
Offered: All Semesters.

4. MATH 0999 Support for College Algebra (2-1-2)

Description: This course provides an introduction to the algebraic concepts and techniques necessary for MATH 1111. This course will focus on additional support for MATH 1111 assignments and will serve as a continuation of the information covered in the MATH 1111 classroom. The topics covered include performing basic operations with rational, real, and complex numbers, simplifying expressions, solving algebraic equations (linear, quadratic, polynomial, exponential, logarithmic), factoring polynomials, operating with rational and radical expressions and equations. Appropriate applications with the graphing calculator will be included. A TI-83 Plus or TI-84 graphic display calculator is required.

Prerequisite: MATH 0989 or required scores for co-requisite placement.
Corequisite: MATH 1111.
Offered: All Semesters

5. MATH 1001 Quantitative Reasoning (3-0-3)

Description: This course emphasizes quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, basic probability, data analysis, and modeling from data. A TI 83 or 84 graphing calculator is required for this course. Students receiving credit for MATH 1001 cannot receive credit for MATH 1101 or 1111.

Prerequisite: MATH 0099, MATH 0987, MATH 0989 or satisfactory math scores to place into co-requisite remediation or higher.
Offered: All Semesters

6. MATH 1101 Introduction to Mathematical Modeling – eCore only (3-0-3)

Description: This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results. Students receiving credit for MATH 1101 cannot receive credit for MATH 1001 or 1111.

Prerequisites: Satisfactory math placement score.
Offered: All Semesters

7. MATH 1111 College Algebra (3-0-3)

Description: This course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. A TI 83 or 84 graphing calculator is required. Students receiving credit for MATH 1111 cannot receive credit for MATH 1001 or MATH 1101.

Prerequisite: MATH 0099, MATH 0989 or satisfactory math scores to place into corequisite remediation or higher.
Offered: All semesters.

8. MATH 1113 Precalculus   (3-0-3)

Description: This course is an intensive study of the basic functions needed for the study of calculus. Topics include algebraic, functional, and graphical techniques for solving problems with algebraic, exponential, logarithmic, and trigonometric functions and their inverses. A TI 83 or 84 graphing calculator is required.

Prerequisite: MATH 1111 or one year of high school trigonometry and satisfactory math placement score or consent of Division Dean.
Offered: All Semesters

9. MATH 1211 Calculus I   (5-0-4)

Description: This is a beginning course in calculus. Topics include differentiation and integration of algebraic and trigonometric functions and applications of differentiation and integration. A TI 83 or 84 graphing calculator is required.
Prerequisite: MATH 1113
Offered: All Semesters

10. MATH 1401 Introduction to Statistics – eCore only   (3-0-3)

Description: The course is a course in basic statistics. Topics include descriptive statistics, probability, distributions, hypothesis testing, inferences, correlation, and regression.

Prerequisites: Math 1001 Quantitative Reasoning, Math 1101 Mathematical Modeling, Math 1111 College Algebra, or Math 1113 Precalculus.
Offered: All Semesters

11. MATH 1501 Calculus – eCore only   (4-0-4)

Description: Topics to include functions, limits, continuity, the derivative, antidifferentiation, the definite integral, and applications.

Prerequisites: Math 1113 - Pre-calculus or its equivalent.
Offered: All Semesters

12. MATH 2008 Foundations of Numbers and Operations   (3-0-3)

Description: This course is an Area F introductory mathematics course for teacher education majors. This course will emphasize the understanding and use of the major concepts of number and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics.

Prerequisites: MATH 1001, MATH 1111, MATH 1113 or approved equivalent.
Offered: All Semesters

13. MATH 2111 Linear Algebra   (3-0-3)

Description: This course concentrates on operations with vectors, matrices, systems of linear equations, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors.

Prerequisite: MATH 1211.
Offered: Fall and Spring.

14. MATH 2212 Calculus II   (5-0-4)

Description: This course is a continuation of Calculus I. Topics include differentiation and integration of transcendental functions, techniques and applications of integration, improper integrals, parametric equations, sequences and series. A TI 83 or 84 calculator is required.

Prerequisite: MATH 1211.
Offered: Fall and Spring.

15. MATH 2213 Calculus III   (5-0-4)

Description: Topics include vectors, the calculus of vector-valued functions, polar coordinates, spherical coordinates, function of several variables, directional derivatives, Lagrange multipliers, multiple integrals and applications of multiple integrals.

Prerequisite: MATH 2212.
Offered: Fall and Spring.

16. MATH 2411 Introduction to Statistics   (3-0-3)

Description: This is an elementary course in descriptive and inferential statistics. Areas covered include frequency distributions, graphing techniques, the normal distribution, descriptive measures, probability, hypothesis testing, correlation, linear regression, and confidence intervals. A TI 83 or 84 graphing calculator is required.

Prerequisites: MATH 1001, MATH 1111, MATH 1113 or consent of Division Dean.
Offered: All semesters.

ORIGINAL RECOMMENDATION:
1. **Recommends that the following faculty awards be awarded at the new ASU:**

        A) Teacher of the Year;
        B) Researcher of the Year;
        C) Public Service Award;
        D) Mentor of the Year:

After studying the faculty awards given by ASU and DSC pre-consolidation as well as taking into consideration the mission of the new ASU, the OWG determined that these awards represent the functions faculty will serve at the new ASU while keeping the number of awards limited so they remain an exceptional achievement.

Return for consideration of including "On-line Teacher of the Year".

REVISED RECOMMENDATION:
Recommends that the following faculty awards be awarded at the new ASU:

        A) Teacher of the Year;
        B) Researcher of the Year;
        C) Public Service Award;
        D) Mentor of the Year;
        E) Online Teacher of the Year:

After studying the faculty awards given by ASU and DSC pre-consolidation as well as taking into consideration the mission of the new ASU, the OWG determined that these awards represent the functions faculty will serve at the new ASU while keeping the number of awards limited so they remain an exceptional achievement. In August, the committee voted to include 'Online Teacher of the Year' as a new category in the Faculty Honors and Awards

Approved KH (Question: Is there an OWG considering Honors/Awards for Staff?)

ORIGINAL RECOMMENDATION:
3. Recommends that the new promotion & tenure policy and evaluation instruments should be reviewed annually by the respective college tenure and promotion committee as well as a University wide committee:

The tenure and promotion policy and tools should be reviewed annually and updated as appropriate by college and university wide committees in order to keep up to date with best practices and emerging trends in the respective fields.

FF: While review of policy helps ensure that it is up to date and in line with best practices, doing so every year is unduly burdensome and unrealistic. I suggest "periodic review."

EMGP: DISCUSSION: annual review seems a bit much and may cause too much turmoil if not only reviewed but also changed every year. Also, would the faculty have the option to be evaluated based on the instrument under which they started?

RETURNED FOR CLARITY.

REVISED RECOMMENDATION:
(reviewed & NOT supported by Funke Fontenot discussion from Kimberly Holmes):

Recommends that promotion & tenure policy and evaluation instruments created at the college level should be reviewed by the respective college tenure and promotion committee. Any changes to promotion and tenure policy or evaluation made at the college level must be approved by a university-wide committee to ensure compliance with BOR and university policy:

> The tenure and promotion policy and tools should be reviewed by college level committees and updated as appropriate to remain current with trends in the field. Any changes should be formally approved by university wide committee.

> ➤ **Approved with understanding that the Deans and Chairs are faculty and, therefore, are eligible to participate. KH**

> ➤ **The revised recommendation does not address the concerns about the frequency of review, although it mentions it in its rationale for the recommendation. I suggest we move include the wording in the rationale, "should be reviewed by college level committees and updated as appropriate to remain current" in the recommendation itself. FF**

OWG 27B: Registrar:
(reviewed & NOT supported by Funke Fontenot and Kimberly Holmes):

1. Recommends that the readmit process be handled in the admissions office ~~verses~~ instead of the registrar's office:

> East campus currently processes readmits and this is something that both offices have agreed to based on access and as a means to better serve the returning students.

Returning students often visit the admissions office for readmits since they are gaining re-admittance into the institution.

Not approved. Insufficient rationale for the recommendation. Also, returning students have prior enrollment records, which are maintained by the Registrar's team. If readmitted students submit additional transcripts from other institutions, those would be processed by the Registrar's Office in consultation with departments as needed.

7. Recommends that an Academic Appeals Committee be created to handle/hear all academic appeals:

West Campus currently has a committee and the Registrar is responsible on the East campus. A committee is the preferred plan of action. Also, a committee allows for checks and balances and separates the duties from deciding on the grade change and actually changing the grade.

Not Approved: This process is not student-centered and is inefficient. We suggest revising to allow multiple paths through which appeals may be evaluated.

OWG 28: Ceremonies:
(reviewed & supported by Danette Saylor and Elizabeth Perkins):

ORIGINAL RECOMMENDATION:
1. Recommends faculty participation by college for each ceremony. Faculty must seek approval of the Provost to be excused from participating in the ceremony:

To ensure there is a significant number of faculty representation for each ceremony.

DISCUSSION – Faculty often only miss the ceremony in the case of an emergency. Often, it is difficult to get in touch with the Provost on the day of. I would recommend excusing faculty on approval from the chair and dean.

Additionally, is it necessary for all faculty from the institution to attend? This is not the model used at many institutions. Though significant representation is certainly important, it does not seem necessary to require all faculty to attend all ceremonies, particularly if space is an issue. Most faculty want to be present to support their students and will attend. Could the recommendation be revised to require faculty to attend at least one ceremony per year as scheduled by their chair or dean?

Returned for clarity. Possibly two recommendations?

(reviewed & supported by Kimberly Holmes NOT supported by Funke Fontenot):

Recommends faculty participation by college for the designated ceremony in which graduates within their college will receive their diploma.

To ensure there is a significant number of faculty representation for each ceremony.

➢ **Recommendation has a limited scope. There are other university-wide ceremonies recognizing student achievements than the award of diplomas. So what is the recommendation for faculty participation in instances where "graduates within their college" is not receiving a diploma? FF**

OWG 28: Ceremonies:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

ORIGINAL RECOMMENDATION:

2. Recommends keeping Albany State University's tradition of requiring graduates to submit a written request to the Office of Academic Affairs for review and approval for the student to graduate in absentia:

To ensure there is a significant number of graduates for each ceremony.

DISCUSSION – Requiring students to provide notice to the Office of Academic Affairs does not ensure significant numbers of graduates; it may provide a significant number of participants, but the two are not one in the same. Currently at DSC, students are able to note whether or not they intend to participate in graduation ceremonies on their graduation application. The decision should be their own. A separate appeal request that must be approved seems unnecessary and significantly disadvantages students who live at a distance or are fully online. Also, what would be considered a good "excuse"? What happens if it is not approved? Finally, is there an issue with the number of students attending graduation?

Particular concern with on-line students.

REVISED RECOMMENDATION:
Recommends graduates notify the Office of the Registrar if the graduate is unable to attend the ceremony. *Notification will be part of the graduation application.*

To ensure the Registrar's Office and the Chief Marshal have adequate information regarding the number of graduates participating in the ceremony in an effort to ensure ample seating is allocated for each graduate.

5. Recommends continuing ASU's tradition of hosting the Honors Day Convocation in March:

It is recommended to host the Honors Day Convocation in March, preferably before Spring break; thereby, ensuring this major event does not interfere with faculty and staff preparing for Spring Commencement. It is also recommended that only one ceremony is held and all scholarships awarded by the University and the Foundation are presented at the ceremony.

DISCUSSION: DSC has two separate ceremonies – one for honors and one for scholarships. We removed scholarships from the ceremony to allow for more focus on student awards. The major faculty/staff awards are also given at this event. Will the new convocation focus on scholarships, honors, or both, and will the event be able to accommodate all of the awards presented? I don't necessarily deny the recommendation, but I would like further clarification.

Possibly two ceremonies: honors and scholarship?

REVISED RECOMMENDATION:

Recommends hosting two separate Honors Day ceremonies; one ceremony for honor awards and the second ceremony for scholarship awards.

INFORMATIONAL UPDATES:

5. Recommends continuing Albany State University's tradition to include the ASU National Alumni Association Induction as a part of the commencement ceremony:

To engage graduates to become active supporters of the alumni association; thereby, ultimately becoming active supporters of the University with its goals and objectives.

Best Practice? After polling other colleges and universities, it appears this is an accepted practice at most commencement ceremonies.

3. Recommends that the Deans of the various colleges disburse honor cords to graduates. The Office of the Registrar will provide the Deans with the lists:

Honor cords are very important to the students and is a way to recognize the students during graduation. Each college should be responsible for disbursing such cords to their students.

DISCUSSION – Are these the honors cords that are received for receiving cum laude, magna cum laude, or summa cum laude honors?
Are these cords purchased by the colleges?
Is this not a part of an honors ceremony?

Possibly two recommendations?

<mark>Since this matter involves funding issues, the committee agreed to withdraw this recommendation.</mark>

7. Recommends the Honors Day program is scheduled during the day in addition to the Provost/Vice President for Academic Affairs suspending classes during the time the program is held:

> To ensure faculty and students are given the opportunity to attend the program.
>
> DO NOT APPROVE: While this certainly gives opportunities to a traditional population of students, it does not provide opportunities for students who are non-traditional and may work during the day or potentially our online student population. Of course, no date will work for all students and faculty, but a day-time ceremony certainly advantages one group of students over another. Additionally, suspending classes will require a review of engaged minutes to ensure that courses are meeting according to federal guidelines. While this time can certainly be built in to the calendar, it can also be avoided.

Concern with daytime ceremony and recommendation to suspend classes.

<mark>The committee agreed to withdraw this recommendation for consideration.</mark>

OWG 40: Economic Development:
(reviewed & NOT supported by Cynthia George; question from Cynthia Hoke):

Recommends that the Center for Economic Development (CED) establish the ASU Atlanta Center to focus on developing corporate, government, educational and foundational economic partnerships as a result of Atlanta based opportunities:

> The OWG was tasked with developing a structure to address economic development initiatives that would maximize marriage making capabilities. The Atlanta Center would establish relationships with key governmental, corporate, and alumni interests in Atlanta with the intent of identifying resources, developments, and information that could be vital for identifying opportunities for the Southwestern Georgia region.
> Other institutions within the Georgia system may or may not have devices by which they maintain communication and contact with activities in Georgia. For those that do, they are either (1) located in or near Atlanta, (2) have lobbyists or similar individuals or organizations available or (3) have relationships developed within organizations with whom they collaborate and attain information. It would behoove ASU, if not a center as described above, that the institution develop some relationship with bodies in Atlanta.

CG: I cannot approve the establishment of the ASU Atlanta Center. I completely agree with the need to develop relationships with entities in the Atlanta area. The Atlanta location may be a long range goal, but the development of the service within the region with statewide support and collaboration would be the first goal.

CH: Is this a virtual center, a building or leased space or is it a group of people who gather to address economic development opportunities in Atlanta. I am not clear but if everyone else is, please move on.
"…interests in Atlanta with the intent of identifying resources, developments, and information…"   What does this mean?