

Oversight of All Recommendations
As of June 14, 2017

Overall University Structure and Foundations-Art Dunning:

OWG 72 Preserving Traditions and History
Approved Recommendations

1. Recommends that the history of the ASU Alma Mater and artifacts pertaining to its history be preserved in the archives of the new ASU.

Completed.

2. Recommends that the archives be centralized on the ASU-East campus to maintain service levels and increase access to students through redirecting the workflow of the ASU/DSC libraries.

Completed.

3. Recommends that the building history and new buildings projects be established to identify and promote key issues and items important in the ASU & DSC history.

Completed.

4. Recommends that a digital/video presentations be created as an alternative link to making history come alive in the new ASU on the library's website regarding the consolidation of the two units.

In process no concerns.

5. Recommends that the history of special events be documented and preserved in the new ASU archives.

In process no concerns.

Academic and “Associated” Affairs-Tau Kadhi:

OWG 4 Business Approved Recommendations

1. Recommends that all paralegal courses (PARA), the associate of applied science in paralegal, and the paralegal certificate be offered.

Will not be implemented.

2. Recommends that MATH 1001 or higher math serve as a prerequisite for ACCT 2101.
Completed.

3. Recommends that MATH 1001 serve as a prerequisite for ECON 2105 and 2106. Additionally, students must have exited ENGL 0989 or have test scores high enough to place directly into co-requisite remediation.

Completed.

4. Recommends that DSC's CISM 2201 (Fundamentals of Computer Applications) becomes BUSA 2101 (Survey of Computer Applications) as shown below:

BUSA 2101: Survey of Computer Applications: An introduction to computers and computer applications at a level appropriate for basic academic and professional needs.

Prerequisites: None.

Completed.

5. Recommends that ASU's BUSA 2000 (Introduction to Business) will become BUSA 1105 (Introduction to Business) as shown below:

BUSA 1105: Introduction to Business. An integrative study of the functional areas of business (finance, operations, marketing, human resources, etc.) Prerequisites: READ 0099, ENGL 0099, ENGL 0989 or satisfactory English scores to place into co-requisite remediation or higher; MATH 0099, MATH 0987, MATH 0989 or satisfactory math scores to place into co-requisite remediation or higher.

Completed.

6. Recommends that DSC's BUSA 1100 Financial Planning and Investment Management (2,0,2) be replaced with BUSA 2100 Personal Financial Planning and Investment Management (3,0,3). The content of the course will be enhanced, covering additional areas to justify it as a 3-credit course. The new course number and title would be transferred to the new ASU:

Current Description:

BUSA 1100: Financial Planning and Investment Management (2,0,2) provides the foundation for studying and applying personal financial planning techniques for a lifetime. Prerequisite: None.

Proposed Description:

BUSA 2100: Financial Planning and Investment (3,0,3) Provides the foundation for studying and applying personal financial planning techniques. Broad coverage of personal financial decisions, including basic financial planning, tax issues, managing savings and other liquid accounts, buying a house, the use of credit, insurance, managing investments and saving for retirement. Prerequisite: None.

Will not be implemented.

7. Recommends deactivating the DSC certificate programs in Management and Advanced Management.

Completed.

8. Recommends that the following DSC courses be discontinued:

DSC Existing Course	ASU Existing Course:	Suggested Action:
BUSA 1121 Small Business Management	MGMT 4127	Discontinue DSC course
BUSA 1145 International Business, Culture and Economics	BUSA 4105	Discontinue DSC course
BUSA 2105 Communicating in the Business Environment	BISE 2040	Discontinue DSC course
BUSA 2106 The Environment of Business	MGMT 3105	Discontinue DSC course
BUSA 2200 Principles of Management	MGMT 3106	Discontinue DSC course
BUSA 2215 Principles of Human Resources Management	MGMT 4125	Discontinue DSC course
BUSA 2220 Human Relations	MGMT 4110	Discontinue DSC course
BUSA 2234 Logistics and Supply Chain Management	LOGM 3220	Discontinue DSC course
BUSA 2235 Inventory Management	LOGM 4225	Discontinue DSC course
BUSA 2236 Transportation and Traffic Management	LOGM 4210	Discontinue DSC course
BUSA 2237 Cost, Perf. & Cust. Serv. Mgmt For Supply Chain	LOGM 4220	Discontinue DSC course
BUSA 2238 Global Logistics	LOGM 4270	Discontinue DSC course
BUSA 2239 Purchasing and Material Management	LOGM 4220	Discontinue DSC course
BUSA 2240 Principles of Marketing	MKTG 3120	Discontinue DSC course
BUSA 2250 Retail Management	MKTG 4140	Discontinue DSC course
BUSA 2255 Personal Selling	MKTG 3130/2132	Discontinue DSC course

Completed.

9. Recommends that for all Business programs of study Area F will be as below:

NEW ASU BUSINESS AREA F (18 credit hours)		
Required Classes - 15 hours		Hrs
ACCT 2101	Principles of Accounting I*	3
ACCT 2102	Principles of Accounting II*	3
ECON 2105	Principles of Macroeconomics (if not taken in Area E)*	3
ECON 2106	Principles of Microeconomics*	3

BISE 2010	Fundamentals of Computer Applications	3
*ACCT 2101, 2102 and ECON 2105, 2106 are required by BOR		
Elective(s)**		
BUSA 1105	Introduction to Business	3
BISE 2040	Communications for Management	3
**If ECON 2105 taken in Area E, take both electives, otherwise, take one.		

Completed.

10. Recommends that prerequisites for BISE 2010 Fundamentals of Computer Applications be changed to read “READ 0099, ENGL 0099, ENGL 0989 or satisfactory English scores to place into co-requisite remediation or higher; MATH 0099, MATH 0987, MATH 0989 or satisfactory math scores to place into co-requisite remediation or higher”:

Completed.

11. Recommends continuing to offer the following current ASU and DSC programs at the new ASU:

UNDERGRADUATE

- **Bachelor of Applied Science in Technology Management**
- **Bachelor of Science Degree in Accounting**
- **Bachelor of Science Degree in Business Information Systems**
- **Bachelor of Science Degree in Management--Areas of Concentration:**
 - **Business Management**
 - **Healthcare Management**
- **Bachelor of Science Degree in Marketing**
- **Bachelor of Science Degree in Supply Chain and Logistics Management**
- **Minor in Business Administration (Non-Business Majors)**
- **Minor in Supply Chain and Logistics Management (Business majors only)**

GRADUATE

- **Master of Business Administration--Areas of Concentration:**
 - **General MBA**
 - **Accounting**
 - **Healthcare**
 - **Supply Chain and Logistics Management**
 - **Public Administration**

Completed.

12. Recommends discontinuing the following programs:

- **Bachelor of Applied Science with a Major in Fire Services Administration**
- **Bachelor of Applied Science with a Major in Supply Chain and Logistics Management.**

Completed.

13. 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.

Completed

OWG 5 Education Approved Recommendations

1. Recommends continuing to offer the three pre-service teacher education courses as outlined below:

EDUC 2110- Investigating Critical and Contemporary Issues in Education (3-0-3)

This course engages students in observations, interactions and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. This course requires a field component totaling 10 hours.

Prerequisite: ENGL 1101 with a C or better

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3-0-3)

Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. This course requires a field component totaling 10 hours.

Prerequisite: EDUC 2110

EDUC 2130 Exploring Teaching and Learning (3-0-3):

This course is designed to explore some of the principle theories of learning and teaching. Students will examine their own learning processes and those of others, with the goal of applying that knowledge toward enhancing the learning of all students in a variety of educational settings and contexts. This course requires a field component totaling 10 hours.

Prerequisite: EDUC 2120

These are the BOR required courses for AREA F

Completed.

2. Recommends that Area F for Middle Grades will be as below:

The following three courses are required:

EDUC 2110- Investigating Critical & Contemporary Issues in Education

EDUC 2120- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

EDUC 2130- Exploring Teaching and Learning

Must take two courses from a major concentration and one course from a minor concentration:

Language Arts:

ENGL 2131 or ENGL 2132- American Literature I or American Literature II

ENGL 2204/ENGL 2220- Advanced Composition/Writing for Non-Fiction* (R)

ENGL 2105/ENGL 2210 or ENGL 2406-Creative Writing or Literary Forms

ENGL 2141 or ENGL 2142- African-American Literature I or African-American Literature II

History:

ECON 2201-Survey of Economics (R)

HIST 2115- African American History or

HIST 2116- American Military History

Math:

MATH 2008- Foundations of Numbers and Operations (R)

MATH 2205 (ASU 2411)- Introduction to Statistics*

Science:

ISCI 2001- Foundations of Life/Earth Science

ISCI 2002- Foundations of Physical Science (R)

***Which number/title/course description will be determined by OWG's for respective discipline**

Completed.

3. Recommends that Area F for Special Education will be as below:

The following courses are required:

EDUC 2110- Investigating Critical & Contemporary Issues in Education

EDUC 2120- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2130- Exploring Teaching and Learning
ENGL 2105/ENGL 2210- Creative Writing/Creative Writing *
ENGL 2204/ENGL 2220- Advanced Composition/Writing Non-Fiction *
Math 2008- Foundations of Numbers and Operations

*-Which number/title/course description will be determined by OWG's for respective discipline

Completed.

4. Recommends that Area F for Early Childhood Education will be as below:

The following courses are required:

EDUC 2110- Investigating Critical & Contemporary Issues in Education
EDUC 2120- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
EDUC 2130- Exploring Teaching and Learning
ISCI 2001-Life/Earth Science
ISCI 2002-Physical Science
Math 2008- Foundations of Numbers and Operations

Completed.

OWG 6 Humanities Approved Recommendations

1. Recommends continuing to offer the following classes as part of the eMajor program:

ORGL 2050 Communications for the Workplace
ORGL 3400 Technology for Organizations
POLS 4218 Project Management in the Public Sector
ENGL 3405 Professional and Technical Writing
POLS 4200 Principles of Public Administration
POLS 4219 Public Human Resource Management
POLS 4204 Public Finance
ORGL 3200 Introduction to Organizational Development
ORGL 3000 Reflective Seminar I: Self as Learner
ORGL 3050 Reflective Seminar II: Self in Context
ORGL 4000 Reflective Seminar III: Transforming Self/Self- Transformation
ORGL 4690 Capstone Seminar in Organizational Leadership
POLS 3601 Political Science Methods II
POLS 3201 Public Policy
POLS 4220 Administrative Law and Government
POLS 4221 Government Organization and Administrative Theory
POLS 4202 Interorganizational Behavior
COMM 3330 Advanced Communication Skills
POLS 4215 Management of Non-Profit Organizations

PHIL 4120 Professional Ethics
POLS 4217 Grant Writing for Non-Profit Management
POLS 4210 Public Management
ORGL 4900 Organizational Internship
OATC 3700 Desktop Publishing
OATC 4020 Virtual Office Technology
OATC 3610 Web Design and Multimedia
OATC 3150 Computer Operating Systems
OATC 4810 Contemporary Skills
OATC 4160 Administrative Office Procedures
HADM 3304 Healthcare Communication
HADM 4301 Designing Health Communication Messages
HADM 4402 Health Information Management
HADM 4401 Healthcare Compliance
HADM 3302 Healthcare Economics
HADM 3303 U.S. Healthcare Systems
HADM 3301 Healthcare Organizations
LEAS 3220 Business Entities
LEAS 4210 Consumer Law
LEAS 4220 Administrative Law
LEAS 4802 Special Topics: Human Resource Law

Completed.

2. 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

Completed.

3. Recommends continuing to offer the following foreign language courses:

FREN 1001-Elementary French I
FREN 1002-Elementary French II
FREN 2001- Intermediate French I
FREN 2002- Intermediate French II
JAPN 1001-Elementary Japanese I
JAPN 1002-Elementary Japanese II
JAPN 2001- Intermediate Japanese I
JAPN 2002-Intermediate Japanese II
LATN 1001- Elementary Latin I
LATN 1002- Elementary Latin II
LATN 2001-Intermediate Latin I

LATN 2002- Intermediate Latin II
SPAN 1001-Elementary Spanish I
SPAN 1002-Elementary Spanish II
SPAN 2001- Intermediate Spanish I
SPAN 2002- Intermediate Spanish II
YORB 1001- Elementary Yoruba I
YPRB 1002- Elementary Yoruba II

Completed.

OWG 7 Math Approved Recommendations

1. Recommends that MATH 1101: Math Modeling be addressed in the catalog for the new ASU as follows:

Title: MATH 1101: Math Modeling - eCore only

Course 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 communications of quantitative concepts and results. *MATH 1101 may be taken as a substitute for MATH 1001: Quantitative Reasoning.*

Completed.

2. Recommends implementing the following course description and prerequisites for MATH 2008 – Foundations of Numbers and Operations:

Course 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.

Completed.

3. Recommends implementing the following common course numbers/names:

- MATH 2411 - Introduction to Statistics
(Course number change for DSC, Name change for ASU)
- MATH 1211 - Calculus I
(Course number change for DSC, Name Change for ASU)
- MATH 2212 - Calculus II
(Course number change for DSC)
- MATH 2213 - Calculus III
(Course number change for DSC)
- MATH 2111 - Linear Algebra

(Course number change for DSC)

- **MATH 1113 - Pre-Calculus**
(Name Change for ASU)

Completed.

4. Recommends discontinuing the following courses:

- **MATH 1145 – Survey of Calculus**
- **MATH 1112 – Trigonometry**

Completed.

5. Recommends implementing the following changes to current DSC classes:

- **Discontinue *CSCI 2200 – Internet Technologies***
Discontinue *CSCI 2500 – Discrete Structures*
For *COPR/CSCI 2235 – Database Management Systems*

Completed.

6. Recommends implementing the follow course change at ASU:

- **Discontinue MATH 1101: Mathematical Modeling**
- **Include MATH 1001: Quantitative Reasoning**

Completed.

7. Recommends implementing the following common prerequisite designations:

- **MATH 2411 – Introduction to Statistics**
Prerequisites: MATH 1001, 1111 or 1113
MATH 2111 – Linear Algebra
Prerequisites: MATH 1211 (Calculus I):
MATH 2411 – Introduction to Statistics Prerequisites: MATH 1001, 1111
or 1113

Completed.

8. Recommends the outline that follows for the proposed Area F for a BS in Computer Science (Business Emphasis) degree shown within the context of the complete program of study:

Core Curriculum (60 hours)

AREAS A-E	42
AREA F Courses Related to Major	18

MATH 1211¹	Calculus I	4
CSCI 1300²	Intro to Computer Science	3
CSCI 1301	Computer Science I	4
CSCI 1302	Computer Science II	4
MATH 2411	Basic Statistics	3

Area A – F Subtotal **60**

Above The Core (5 hours)

Computer Science Courses (30 hours)

CSCI 2211	Visual Basic Programming	3
CSCI 3111	Discrete Structures	3
CSCI 3122	Data Structures (or MATH 3112)	3
CSCI 3132	Database Management	3
CSCI 4211	Systems Analysis I	3
CSCI 4212	Systems Analysis II	3
CSCI 4113	Operating Systems	3
CSCI 4123	Computer Networks	3
CSCI 4311	Computer Graphics	3
CSCI 4921	Senior Project I	1
CSCI 4922	Senior Project II	2

Mathematics Courses (6 hours)

MATH 2111	Linear Algebra	3
MATH 3423	Intro to Operations Research	3

Business Courses (12 hours)

ACCT 2101	Accounting Principles I	3
ACCT 2102	Accounting Principles II	3
ECON 2105	Principles of Macroeconomics	3
ECON 2106	Principles of Microeconomics	3

***Major Electives (12 hours) from the following courses:*³**

¹ Calculus is an Area F requirement per BOR Advisory Committee:

http://www.usg.edu/academic_programs/areaf/compSci_Computer_Science.pdf

If Calculus is taken in Area A or D, one hour applies to Area F.

² New common number for this class

³ If required courses are taken in Areas A-E, add additional electives to reach total hours.

At least 9 hours in upper-level classes

CSCI 2300	Computational Informatics I	3
CSCI 2311	Advanced Visual Basic Programming	3
CSCI 3200	Design & Analysis of Algorithms	3
CSCI 3300	High Performance Computing	3
CSCI 4221	Software Engineering	3
CSCI 4915	Web Design & Development	3
CSCI 4911	Special Topics in Computer Science	3
Upper-level classes in BUSA, ECON, or MGMT,		

TOTAL CREDIT HOURS: 125

³ If required courses are taken in Areas A-E, add additional electives to reach total hours.

Completed.

9. Recommends the outline that follows for the proposed Area F for a BS in Computer Science (Math Emphasis) degree shown within the context of the complete program of study:

Core Curriculum (60 hours)

AREAS A-E		42
AREA F Courses Related to Major		18
CSCI 1300⁴	Intro to Computer Science	3
CSCI 1301	Computer Science I	4
CSCI 1302	Computer Science II	4
MATH 1211⁵	Calculus I	4
MATH 2411	Basic Statistics	3
Area A – F Subtotal		60

Above The Core (5 hours)

Major Requirements

Computer Science Courses (33 hours)

CSCI 3111	Discrete Structures (or Math 3112)	3
CSCI 3122	Data Structures	3

¹ New common number for this class

²Calculus is an Area F requirement per BOR Advisory Committee:

http://www.usg.edu/academic_programs/areaf/compSci_Computer_Science.pdf

If Calculus is taken in Area A or D, one hour applies to Area F.

CSCI 4113	Operating Systems	3
CSCI 4123	Computer Networks	3
CSCI 3211	Computer Org and Architecture I	3
CSCI 3212	Computer Org & Architecture II	3
CSCI 4151	Systems Simulation	3
CSCI 4211	Systems Analysis I	3
CSCI 4311	Computer Graphics	3
CSCI 4221	Software Engineering	3
CSCI 4921	Senior Project I	1
CSCI 4922	Senior Project II	2

Mathematics Courses (20 hours)

MATH 2111	Linear Algebra	3
MATH 2212	Calculus II	4
MATH 2213	Calculus III	4
MATH 3211	Ordinary Differential Equation	3
MATH 3423	Intro to Operations Research	3
MATH 4215	Numerical Analysis	3

Major Electives (6 hours) selected from the following

CSCI 2211	Visual Basic Programming	3
CSCI 2300	Computational Informatics I	3
CSCI 2311	Advanced Visual Basic Programming	3
CSCI 3132	Database Management	3
CSCI 3200	Design & Analysis of Algorithms	3
CSCI 3300	High Performance Computing	3
CSCI 4915	Web Design & Development	3
CSCI 4911	Special Topics in Computer Science	3

General Electives (1 Hour)⁶

TOTAL CREDIT HOURS: 125

³ If required courses are taken in Areas A-E, add additional electives to reach total hours.

Completed.

10. Recommends the outline that follows for the proposed Area F for a BS in Mathematics degree shown within the context of the complete program of study as well as a sample program of study:

Core Curriculum (60 hours)

AREAS A-E		42
AREA F Courses Related to Major		18
MATH 1211⁷	Calculus I	4
MATH 2212	Calculus II	4
MATH 2213	Calculus III	4
MATH 2411	Basic Statistics	3
MATH 2111	Linear Algebra	3
Area A – F Subtotal		60

Above The Core (5 hours)**Requirements for the Major (42 hours)**

MATH 3101	Introduction to Number Theory	3
MATH 3112	Discrete Mathematics	3
MATH 3211	Ordinary Differential Equations	3
MATH 3311	Geometry and Applications	3
MATH 3314	Math Statistics	3
MATH 3411	Statistical Methods	3
MATH 3423	Operations Research	3
MATH 4111	Modern Algebra I	3
MATH 4112	Modern Algebra II*	3
MATH 4211	Elements of Analysis I	3
MATH 4212	Elements of Analysis II*	3
MATH 4214	Introduction to Complex Variables	3
MATH 4215	Numerical Analysis	3
MATH 4921	Senior Project I	1
MATH 4922	Senior Project II	2

Major Electives (12 hours) – Select 12 hours from the following

MATH 3413	Introduction to Combinatorics	3
MATH 4338	Non-Parametric Methods	3
MATH 4511	History of Mathematics	3
MATH 4328	Probability Theory	3
MATH 4220	Partial Differential Equations	3
MATH 4330	Math for Compound Interest	3
MATH 4336	Intro. to Design of Experiments	3

¹If Calculus is taken in Area A or D, one hour applies to Area F.

MATH 4344	Estimation Theory	3
MATH 4346	Introduction to Analytics	3
MATH 4322	Intro. to Fluid Mechanics	3
MATH 4324	Classical Mechanics	3
MATH 4326	Operational Methods	3

General Electives (6 Hours)⁸

TOTAL CREDIT HOURS: 125

SAMPLE PROGRAM OF STUDY FOR THE BACHELOR OF SCIENCE IN MATHEMATICS

Freshman Year			
Fall		Spring	
Course	No. of Credit Hours	Course	No. of Credit Hours
ENGL 1101 English Comp. I	3	ENGL 1102 English Comp. I	3
MATH 1113 Precalculus	3	MATH 1211 Calculus I	4
CHEM 1211K General Chem. I	4	CHEM 1212K General Chem. II	4
Or		Or	
PHYS 2221K Introductory Phys. I	4	PHYS 2222K Introductory Phys. II	4
POLS 1101 US & GA Government	3	MATH 2411 Basic Statistics	3
ASU 1201 Found. Col. Success	2	PEDH Elective	1
HEDP 1001	1		
Total Hours	16	Total Hours	15*
Sophomore Year			
Fall		Spring	
ENGL 2111 World Lit. I101 I	3	MATH 2213 Calculus III	4
MATH 2212 Calculus II	4	Hum/Fine Arts Elective	3
COMM 1100 Public Speaking	3	Social Science Elective	3

2 If required courses are taken in Areas A-E, add additional electives to reach total hours.

General Electives	3	MATH 2111 Linear Algebra	3
MATH 3112 Discrete Math.	3	PEDH Elective	1
		HIST 1002 Intro. To African Diaspora	2
Total Hours	16	Total Hours	16
Junior Year			
Fall		Spring	
MATH 3213 Modern Geometry	3	MATH 4112 Modern Algebra II	3
MATH 3211 Differential Equation	3	MATH 3101 Intro. Numb. Theory	3
MATH Modern Algebra I	3	MATH 3314 Statistical Methods	3
MATH 3314 Mathematical Statistics	3	Major Elective	3
MATH 3423 Intro. To Oper. Resch.	3	Social Science Elective	3
General Elective	1		
Total Hours	16	Total Hours	15*
Senior Year			
Fall		Spring	
MATH 4211 Elements of Analysis I	3	MATH 4212 Elements of Analy. II	3
MATH 4214 Intro. To Complex Variables	3	MATH 4215 Numerical Analysis	3
Major Elective	3	Major Elective	3
Major Elective	3	MATH 4922 Senior Project II	2
MATH 4921 Senior Project I	1	General Electives	2
CSCI 1001 Intro. to Technology*	2	Social Science Elective	3
Total Hours	15*	Total Hours	16

Completed.

11. Recommends that all learning support math classes and faculty be housed in the same department as the accredited math classes.

Completed.

12. Recommends that the MATHCS department in the New ASU should be called the:

Department of Mathematics and Computing

Completed.

13. Recommends incorporating the following course descriptions for all math courses 2000 level:

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.

14. Recommends that the following course names and course descriptions to be used for the new ASU:

- **CSCI 1201: Intro. to Computer Science (3 – 0 – 3)**

Description: This course covers an introduction to the field of Computer Science and is required for all Computer Science majors. Topics to be covered include data representation, hardware, software, problem solving and algorithm design, an overview

of operating systems.

Prerequisites: READ 0989 or satisfactory English scores to place into corequisite remediation or higher. MATH 0987, MATH 0989 or satisfactory math scores to place into co-requisite remediation or higher.

Note: CSCI 1201 is not a core class.

- **CSCI 1300: Survey of Computing (3 – 0 – 3)**

Description: This class provides a foundation in major computing topics such as (but not limited to) computer architecture and operating systems, networks including the Internet, numbering systems, data representation, file structures and software engineering. An introduction to systems analysis, design and implementation is included via hand-on programming projects.

Prerequisites: MATH 1001, MATH 1111 or placement into MATH 1113 or higher.

Note: CSCI 1300 is a core class (Area D); as per recommendation by respective OWG.

Explanation for CSCI 1201/1300: Currently, ASU uses CSCI 1201 as a prerequisite for CSCI 1301 and enrollment is reserved for computer science majors only; whereas Darton uses CSCI 1300 as a common core elective available to all students. Upon review the purpose and use of each class is still necessary and the committee recommends they both remain available as indicated above.

- **CSCI 1301: Computer Science I (4 – 0 – 4)**

Description: This course includes an overview of computers and programming; problem solving and algorithm development; simple data types; arithmetic and logic operators; selection structures; repetition structures; text files; arrays (one and two dimensional); procedural abstraction and software design; modular programming (including subprograms or the equivalent).

Prerequisites: CSCI 1201 – Intro. to Computer Science

Note: CSCI is not a core class.

- **CSCI 1302: Computer Science II (4 – 0 – 4)**

Description: This course includes an overview of abstract data types (ADTs); arrays (multi-dimensional) and records; sets and strings; binary files; searching and sorting; introductory algorithm analysis (including Big-O); recursion; pointers and linked lists; software engineering concepts; dynamic data structures (stacks, queues, trees).

Prerequisites: CSCI 1301 – Computer Science I

Note: CSCI 1302 is not a core class.

Explanation of CSCI 1301/1302: The committee decided to retain the current ASU 3 course sequence for all computer science majors, including the lecture – lab – credit hours. However, the descriptions for each class have been updated to match the descriptions set by the BoR (found at

www.usg.edu/academic_affairs_handbook/section2/C738/ subsection 2.4.10: Common Course Prefixes, Numbers and Descriptions).

- **CSCI 1150: Computer Programming in Visual Basic (3 – 0 – 3)**

This is a course which presents the fundamentals of programming with Visual BASIC. Topics covered will include problem solving, program development, data types, subroutines, control structures for selection and loops, file processing, arrays, functions, strings and graphics.

Prerequisites: MATH 1001, MATH 1111 or placement into MATH 1113 or higher.

Note: CSCI 1150 is a core class (area D), as per recommendation by respective OWG.

- **CSCI 2211 Visual BASIC Programming (3 – 0 – 3)**

Description: This is a course which presents the fundamentals of programming with Visual BASIC controls, object types, events and methods. Topics include creating user interface, setting properties, designing class modules, introduction of Visual BASIC front-end applications for database. CSCI 2211 is designed for computer science majors only.

Prerequisites: CSCI 1301 – Computer Science I

Note: CSCI 2211 is not a core class.

Explanation of CSCI 1150/2211: Both campuses had a visual basic course available; however, upon review it was determined that the courses were designed with two different purposes and for different target audiences. The current ASU course (CSCI 2211) is to be retained for those pursuing a degree in Computer Science and may not be used as a core class. The current DSC course (CSCI 1150) was designed as a survey course in Visual BASIC for all majors and meets the BoR requirements for area D. Due to this distinction of the courses, the committee recommends the new ASU retains both options to best serve our students.

Completed.

OWG 8 Nursing & Health Sciences Approved Recommendation

1. **Recommends discontinuing the nursing satellite program in Thomasville.**

Completed.

2. **Recommends discontinuing the nursing satellite bridge program in Sandersville and working with the Technical College System of Georgia to ensure continued service in that area of the State.**

Completed.

OWG 9 Science Approved Recommendations

1. Recommends no changes the Forensic catalog descriptions.

Completed.

2. Recommends courses that are common to both DSC and ASU in Area F Foundations:

ISCI 2001 - Foundations of Life/Earth Science (3)

An integrated overview of the core Life and Earth Science content covered in the K-5 Georgia Performance Standards. Topics include the Solar System, Earth Processes, Cells and Cellular Processes, Characteristics and Classification of Living Organisms, Biodiversity, Ecology and the Natural History of Georgia. Students will gain conceptual understanding through Inquiry-Oriented, Activity-Based pedagogical strategies in order to have experience learning science content in the ways they will be expected to teach in the future. There is a laboratory component. Prerequisite: Teacher Education major status or permission from the instructor.

Offered: Fall, Spring and Summer (as needed).

ISCI 2002 - Foundations of Physical Science (3)

An integrated overview of the core Physical Science content covered in the K-5 Georgia Performance Standards. Topics include the Energy, light, heat, sound, electricity, magnetism, matter, periodic table, periodic trends, chemical reactions and conservation of energy and matter. Students will gain conceptual understanding through Inquiry-Oriented, Activity-Based pedagogical strategies in order to have experience learning science content in the ways they will be expected to teach in the future. There is a laboratory component. Prerequisite: Teacher Education major status or permission from the instructor.

Offered: Fall, Spring and Summer (as needed).

Completed.

3. Recommends that Chemistry courses common to both institutions have the following course numbers, names, and descriptions:

CHEM 1151K, Survey of Chemistry I, "This course is the first in a two-semester sequence covering elementary principles of general and organic chemistry and biochemistry designed for allied health profession majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry. Laboratory exercises will supplement the lecture material.

Prerequisite(s): Completion or exemption of all learning support and English requirements; MATH 0099, MATH 0987, MATH 0989, or satisfactory math scores to place into co-requisite remediation or higher."

CHEM 1211K, Principles of Chemistry I, “First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science plans of study. Topics to be covered include composition of matter, nomenclature, stoichiometry, solution chemistry, gas laws, thermochemistry, quantum theory and electronic structure, periodic relations, and bonding. Laboratory exercises supplement the lecture material.

Prerequisites: Completion or exemption of all learning support requirements.

Corequisites: MATH 1111 or satisfactory math scores to place into MATH 1112 or higher.”

CHEM 1212K, Principles of Chemistry II, “Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science plans of study. Topics include molecular structure, intermolecular forces, properties of solutions, reaction kinetics and equilibria, thermodynamics, and electro-and nuclear chemistry. Laboratory exercises supplement the lecture material.

Prerequisite: CHEM 1211K.”

CHEM 2301K, Organic Chemistry I, “This course will cover the stereochemistry, properties, as well as methods of preparation and mechanisms of the principle classes of carbon compounds. Laboratory instruction will include basic techniques for preparation, purification and identification of organic compounds. Laboratory exercises supplement the lecture material.

Prerequisite: CHEM 1212K.”

CHEM 2302K, Organic Chemistry II, “This is a continuation of CHEM 2301K, a systematic study of the reactivity of organic compounds as well as their identification by spectroscopy. Laboratory exercises supplement the lecture material.

Prerequisite: CHEM 2301K.”

NOTE: All courses will remain 4 credit hours:

Completed.

4. Recommends that all laboratory science courses have the lecture and laboratory portions consolidated into a single course.

Completed.

5. Recommends that the following tracks should be added to the BS in Biology degree in addition to the current biomed track and biotec concentration:

A. Research Track with following courses:

(i) **BIOL 2000 - Foundations of Research I:** Critical Reading of the Biomedical Literature (1 credit hour): This course is the introductory course of the research track designed for biology majors to gain competence as biomedical scientists. The goal of this course is to introduce students to the various types of research literature (primary, secondary, articles for the public, etc.) for developing competence in the use of literature sources. A necessary part of the course is learning how to search for relevant biomedical literature. Students will use common electronic search engines such as PubMed, SciFinder Scholar, Web of Science, MedLine, Psychology Abstracts, and Science Citation Index etc. to gain experience and generate an annotated bibliography of references pertinent to his/her research project.

Prerequisite: None

(ii) **BIOL 2240 - Foundations of Research II:** Formulating Hypothesis Driven Research and Ethics of Research (2 credit hour): This is the second course for research track to build student confidence in formulating hypotheses and designing experiments. To ensure that students think ethically when doing so, this course also includes an introduction to the ethical issues that arise in research. Through case studies and review of literature, the course will present hypothesis-driven research from diverse areas related to biomedical science.

Prerequisite: BIOL 2000 or permission of the instructor

(iii) **BIOL 4223 - Foundations of Research III:** Communication of Biomedical Information (1 credit hour): As the third and final course of the Reserach track, this course will provide students the formal context to become critical writers and speakers of biomedical information. Student competence is enhanced through exercises that demonstrate the need for effective written and oral communication. Students will learn to critique scientific literature; thereby, helping them to improve their own writing. Students will prepare both written and oral presentations of their research and results. Oral communications include a 3-minute elevator talk, a 10-minute presentation, and a 20-minute seminar. Written communications include posters in the formats of the professional societies in their disciplines.

Prerequisite: BIOL 2240

B. Bioenergy Track with following courses:

(i) **BIOL 2501 - Introduction to biomass** (2 Credit hours): As the introductory course for students in the bioenergy track, this course is designed to introduce students to the source of bioenergy, which is biomass. Topics include defining biomass, sources of biomass, processing biomass, uses of biomass, and the role of environment and pollution in biomass production.

Prerequisite: BIOL 2107 K

(ii) **BIOL 3103 - Fundamentals of Bioenergy** (3 credit hours): This course expands upon the concepts introduced in BIOL 2501. The course introduces students to the

application of biomass in the bioenergy field. Topics include defining bioenergy, sources of bioenergy, and the social, political and economic effects of using bioenergy.

Prerequisite: BIOL 2501B

C. Public health track with following courses:

- (i) **BIOL 2330 - Principles of Epidemiology in Public Health (3 credit hours):** This course is first of two courses offered for student pursuing the track in public health. Principles of Epidemiology provides an overview of epidemiology methods used in research studies that address disease patterns in community and clinic-based populations. Topics covered include distribution and determinants of health-related states or events in specific populations and application to control of health problems.

Prerequisite: BIOL 2107K

- (ii) **BIOL 3801 - Environmental Health Concepts in Public Health (2 credit hours):** As the second course for student's pursuing the track in public health, this course provides a survey of major topics of environmental health. Topics include sources, routes, media, and health outcomes associated with biological, chemical, and physical agents in environment; effects of agents on disease, water quality, air quality, food safety, and land resources; current legal framework, policies, and practices associated with environmental health and intended to improve public health. **Prerequisite:** BIOL 2330

D. Food Safety track with following courses:

- (i) **BIOL 2601 - Introduction to Foodborne Diseases (3 credit hours):** This course is one of the two courses offered for students completing the track in food safety. This is an intermediate level course, which will introduce students to the major pathogens associated with foodborne diseases, their epidemiology, and approaches to outbreak investigation and control of foodborne illness.

Prerequisite: BIOL 2107K

- (ii) **BIOL 3201 - Fundamentals of Public Health Nutrition (2 credit hours):** This course is one of the two courses offered for students completing the track in food safety. This course will provide an introduction to Public Health Nutrition and the role of the Public Health Nutrition professional. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition. Malnutrition will be discussed on a societal, economic, and environmental level. It will include the basics of nutritional biochemistry as it relates to malnutrition of a community and targeted intervention. Finally, it will review existing programs and policies, including strengths, weaknesses and areas for modification or new interventions.

Prerequisite: BIOL 2107K

Completed.

6. Recommends the following Forensic Science Course Description and Check Sheet:

FOSC - Forensic Science

FOSC 2100K - Intro to FOSC (3-2-3)

This course is designed as an introductory course for those who wish to pursue a career in forensic science. Course is an overview of investigative techniques and methods used in the crime laboratory to analyze physical evidence. Course will also provide lab exercises in the metric system of measurement, general crime scene investigative techniques, and methods of scientific analysis used in crime laboratories. No Prerequisite
Offered: Fall and Spring.

FOSC 2110 - Survey of Forensic Science (3-2-3)

This course will enlighten students with the basic principles and uses of forensic science in the criminal justice system. This course will review the basic applications of forensic science fields in crime reconstruction. The outcome of the course will include students gaining basic understanding of the importance and limitations of the forensic sciences in solving crime. No prerequisite
Offered: Spring.

FOSC 2120K - Forensic Photography (3-2-3)

Designed as an introductory course in forensic photography, the history of photography will be presented. Technical aspects of exposure, images characteristics, and crime scene and evidence documentation will be introduced and projects will be used to apply these techniques. A final crime scene project with a presentation using photographs generated in the project will be used to show how photographic documentation can be used as an investigative and analysis technique in the reconstruction of a crime scene. Pre requisite FOSC 2100
Offered: Fall

FOSC 2130 K- Crime Scene Invst & Recon I (3-2-3)

This course is intended to familiarize students with the basic principles of Crime Scene investigations and reconstruction through Crime Scene Unit, Crime Scene Protocol, Crime Scene Evidence Collection and Crime scene interpretations. Prerequisite FOSC 2100
Offered: Spring

FOSC 2140K - Crime Scene Invest & Recon II (3-2-3)

This course will present opportunities to learn more principles in crime scene investigation including crime scene processing, crime scene Evidence Classification collection methods and crime scene reports. The course will go in debt and much more beyond what is presented in Crime Scene Investigation and Reconstruction I. Prerequisite FOSC 2130
Offered: Spring

FOSC 3020 K- Forensic Microscopy of Trace (3-3-4)

Light microscopy of trace evidence including, contrast, resolving power and illumination; interference, phase and fluorescence microscopy; microscopy with polarized light, birefringence and crystal structure; dispersion staining; photomicrography; fibers, minerals, and residues. Prerequisite: PHYS 2221K and PHYS 2222K Or PHYS 1111K and PHYS 1112K

Offered: Fall

FOSC 3030 - Criminal Evidence/Court Proc (3)

Consideration of laws of criminal evidence, rules of search and seizures, chain-of-custody, admissibility, opinion and hearsay, etc., and the mechanics of trials.

Prerequisite: CRJU 1100 and FOSC 2100.

Offered: Fall

FOSC 3100K - International Forensic Sci DNA Typi (3-2-3)

This course consists of lectures that review in some detail the history, scientific principles, forensic applications and practice of DNA typing and databases in different countries. This course will teach students about different DNA typing technologies and databases and their international usage and variations. DNA typing provides information on genetic variations in all forms of life and molecular level which can be used in forensics, clinical diagnostics and evolutionary biology among many fields. This course will also examine the roles and activities of international, regional and national organizations in the promotion and exchange of DNA database technologies and information.

Prerequisite FOSC 2100, and BIOL 2111K

Offered: Fall

FOSC 3200K - Bio-Terrorism & Biotechnology (3-2-4)

This course was designed to help internalize the ASU Forensic Science program curriculum. The course is concerned with the scientific issues and nature of current and future threats posed by Bioterrorism and the connection between Biotechnology and bio-defense. The scientific theme and scope are international and involve showing how different countries, multinational companies and transnational organizations are active in the fields of Biotechnology and impacted by issues relating to Biotechnology and Bioterrorism. Prerequisite: FOSC 2100, BIOL 2111K Offered: Spring.

FOSC 4040K - Forensic Serology/DNA Tech I (3-2-3)

Practices of search, collection, preservation, and identification of blood and body fluids as wet or dry stains; immunologic typing of blood; DA- typing and electrophoresis, and laboratory report.

Distribution: Forensic Technology/Technician. Prerequisite: BIOL 2111K, CHEM 1212K, and CHEM 3250 K

Offered: Spring.

FOSC 4050K - Forensic Chemistry (3-3-4)

Theory and practice of quantitative chemical analysis, chemical spectroscopy and instrumental methods of analysis: U.V., visible and infrared (IR) spectrophotometry, Fourier transform IR, fluorescence and fluorometry, atomic absorption and emission, Raman NMR, mass- spec., for structures and molecular stereochemistry; chromatographic methods of separation- TLC, HPLC, and GC. Laboratory report. Prerequisite: CHEM 2302K or CHEM 2302 and CHEM 2351K or CHEM 2351. Offered: Fall

FOSC 4060K - SEM-EDAX of Trace Evidence (3-2-3)

Practice of scanning electronic microscopy with energy-dispersive X-rays for physical and elemental characterization of trace evidence, including gunshot residue particles, image processing and automation. Laboratory report. Prerequisite: FOSC 3020. PHYS 1111K and PHYS 1112K Offered: Spring.

FOSC 4080K- Forensic Serology/DNA Tech II (3-2-3)

Laboratory practice of confirmatory tests for traces of bloodstains and semen stains; electrophoresis of blood enzymes and blood grouping, advanced DNA-typing, etc., and Lab report. Prerequisite: BIOL 2111K, and CHEM 1212K Offered Spring

FOSC 4090K - Controlled Substance/Toxicology (3-2-3)

Theory and practice of controlled substance identification GC-MS, HPLC, TLC, and infrared spectroscopy (IR/ FTIR), and detection of alcohol toxication by breath testing. Laboratory report. Prerequisite: CHEM 2302, and CHEM 3250 or CHEM 2351 Offered: Fall

FOSC 4120K - Electron Optics, EM/Quant Anal (3-2-3)

An introduction to electron microscopy, optical designs of SEM, TEM, HVEM and STEM, and to microanalysis with wave length dispersive, energy-dispersive, and X-ray fluorescence spectrometers. SEM-EDX practice and laboratory report. Prerequisite: 0-3 credits. Prerequisite: FOSC 4060. Offered: Spring

FOSC 4130 - Expert Witness at Mock Trial (2)

Consideration of place of expert's in dispute resolution, cases that require expert testimony, pre-trial preparations, rules of evidence, articles and exhibits, courtroom demeanor, participation at criminal mock trials and offer expert testimony. Prerequisite: FOSC 3030 and CRJU 1100. Offered: Fall

FOSC 4140K- Fingerprint Technology (2 – 2-2)

Practice of fingerprinting: identification and development of latent fingerprints, enhancements by laser, automated identification system, image processing and the expert fingerprint witness. Prerequisite: FOSC 2100 and FOSC 2000 or FOSC 2100.

Offered: Fall

FOSC 4150K- Evident Proc/Med Tech/Nur/Para (2)

Practice in evidence protection and collection: biological and medical evidence and controls to be collected, injuries to be photographed, legal and scientific requirements of packaging and storage, writing medical report and assisting, the coroner, rules of evidence and expert witness. Laboratory report. Prerequisite: FOSC 3020 and FOSC 2130.

Offered: Spring.

FOSC 4170K - Ballistics of Firearms/Tool mark (3-2-3)

Theory and practice of the physics of interior, exterior, and terminal ballistics as applied to identification of fire arms, bullets, and casing, primer and powder, gunshot residue formation and deposition, pellet distribution, muzzle-to-target distance and bullet wounds. Lab report. Prerequisite: FOSC 2100, FOSC 3020

Offered: Spring.

FOSC 4201K - Evidence Analysis/Research I (3-2-3)

On-campus research and evidence examination or Internship I to generate crime laboratory proficiency and competence in defending to witness in the presence of judges in a moot court. Prerequisite: Graduating Seniors only

Offered: Fall & Spring.

FOSC 4999 - Senior Capstone Seminar (3)

This course involves establishing students' understanding of ethics, quality control and assurance and their being able to explain, analyze and apply their knowledge of these topics. The course also reviews laboratory techniques and field practice in the forensic science field as well as certain of the forensic science professional literature. Preparation of application materials for Forensic careers and the review and exercise of their forensic knowledge gained during the degree program may also be done based on time and inclination of students. Prerequisite Graduating seniors only.

Offered: Fall & Spring.

Completed.**7. Recommends that the following Biology Course Description and Check Sheet be used for new ASU:****Department of Natural and Forensic Sciences**

The Department of Natural and Forensic Sciences offers degrees in biology, forensic sciences and chemistry with course offerings in physics and engineering. The department also offers a degree in science education with a broad based emphasis in biology.

BIOLOGY - BACHELOR OF SCIENCE DEGREE

The major in biology provides course sequences leading to the Bachelor of Science degree in biology. The program prepares a student for professional careers and employment in biological sciences and teaching in the area of biology. The flexibility and design of the program aids in preparation for entrance into graduate, medical, pharmacy and dental schools, as well as other professional schools. Students majoring in biology must complete a minimum of 36 hours in biology, including 2107K, 2108K, 2311K, 3101K, 3333K, 3501K, 4001, 4222 and 4701K. Additionally, the Biology major must complete a minimum 13 hours of biology electives of which a minimum of eight hours must be at the 3000/4000 level. The electives will be chosen by the student with the advisor from a list of approved electives. Biology majors and minors must make a "C" or better in all biology, chemistry, physics, and mathematics courses. Students must meet the requirements of the Core Curriculum. Students must also pass an Area Concentration Achievement Test (ACAT) in the biology field during the senior year. Students interested in attending medical and dental schools choose from a select number of biology and chemistry courses and are advised by the Pre-Health advisor. Students desiring to opt for a concentration in biotechnology are advised to contact the biotech program coordinator or academic advisor. In addition to the biotech concentration and pre-med program, the biology degree program also offers additional tracks in Research, Bioenergy, Public Health, and Food safety. It is highly recommended for students to confer with their academic advisor or department chair prior to choosing courses.

COURSE DESCRIPTION

BIOL 1100K - Human Anatomy & Physiology for the Health Care Professional (4 credit: 3.2.4)¹

This course is a survey of general principles of human anatomy and physiology with an emphasis on medical applications. It is restricted to students in Health Science programs or requires the consent of the Division Dean. Laboratory exercises supplement the instruction material. **Course Pre-requisite:** READ 0099, ENGL 0989 or satisfactory English scores to place into co-requisite remediation or higher

BIOL 1110K - Introduction to Environmental Biology (4 credit: 3.2.4)¹

This course uses an interdisciplinary approach to contemporary environmental problems for students not studying in science. Laboratory exercises supplement the lecture material. **Course Pre-requisite:** None

BIOL 1111K - Introduction to Biological Sciences I (4 credit: 3.2.4)¹

A course designed for non-science majors that emphasizes fundamental concepts of the cell (i.e. cell structure and function, mitosis and metabolism), and plant anatomy and physiology through the use of lectures, audio visual aids, selected laboratory experiments, and demonstrations. **Course Pre-requisite:** Completion or exemption of all learning support requirements.

BIOL 1112K - Introduction to Biological Sciences II (4 credit: 3.2.4)¹

A course designed for non-science majors that emphasizes human anatomy and physiology, classical and molecular genetics, evolution, ecology, and surveys the plant

and animal kingdoms through lectures, audio-visual aids, selected laboratory experiments, and demonstrations. **Course Pre-requisite:** BIOL 1111K

BIOL 1801 – Science Career Exploration (1 credit: 1.x.1) ¹

This course is designed to introduce students (majors and non-majors) to the diverse career opportunities in the biological, biomedical, chemical and related sciences. **Course Pre-requisite:** None

BIOL 2000 - Foundation of Research I: Critical Reading of Biomedical Literature (1 credit: 1.x.1) ¹

This course is the introductory course of the research track designed for biology majors to gain competence as biomedical scientists. The goal of this course is to introduce students to the various types of research literature (primary, secondary, articles for the public, etc.) for developing competence in the use of literature sources. A necessary part of the course is learning how to search for relevant biomedical literature. Students will use common electronic search engines such as PubMed, SciFinder Scholar, Web of Science, MedLine, Psychology Abstracts, and Science Citation Index etc. to gain experience and generate an annotated bibliography of references pertinent to his/her research project. **Course Pre-requisite:** None

BIOL 2001 - Introduction to Research (2 credit: 1.2.2) ¹

This course is designed specifically to teach students pursuing degrees in health professions the basic principles of performing a scientific research project. Each student will identify a problem, perform a literature search, design and perform an experiment, analyze data and present the results. **Course Pre-requisite:** BIOL 1111K, CHEM 1212K, PHYS 1112K or consent of Division Dean.

BIOL 2107K - Principles of Biology I (4 credit: 3.3.4) ¹

Biology I is the first part of a two course sequence required for students majoring in Biology. Designed specifically for the Biology major, discussions will include the chemistry of macromolecules in biological systems, cell structure and function, membrane structure and function, energy and metabolism, photosynthesis, cell communication, mitosis and meiosis, DNA structure, transcription and translation. Laboratory exercises supplement the lecture material. **Course Pre-requisite:** Completion of English composition I with C or better or exemption of all learning support requirements - (Only for BIO Majors)

BIOL 2108K - Principles of Biology II (4 credit: 3.3.4) ¹

Biology II is the second part of the two course sequence required for students majoring in Biology. The two course sequence is designed to give students a broad foundation in the biological sciences that will enable them to pursue advanced courses in the biology curriculum. The continuity and diversity of life, evolution and activities of plant and animal life and its environment will be discussed. Emphasis will be placed on the following topics: classical and molecular genetics, organic evolution, plant and animal reproduction, human anatomy and physiology, ecology and environment. Selected laboratory exercises are used to emphasize the continuity, evolution and activities of plant

and animal life which includes classical and molecular genetics, organic evolution, plant and animal reproduction, human anatomy and physiology, ecology and the environment.

Course Pre-requisite: BIOL 2107K

BIOL 2211K - Introduction to Microbiology (4 credit: 3.3.4)¹

This is a general course in microbiology designed for Nursing majors or non-biology majors which discusses the fundamental principles of the different types of microorganisms associated with organismal pathology, genetics, immunity, and disease control are included. Laboratory exercises supplement the lecture material. Select laboratory exercises will provide the basic skills and tools necessary in staining, culturing and the identification of different types of microorganisms associated with disease.

Course Pre-requisite: BIOL 1100K and Chem 1151K or BIOL 1111K or BIOL 2107 or BIOL 2411K (For non-science major).

BIOL 2240 - Foundation of Research II: Formulating Hypothesis Driven Research and Ethics of Research (2 credit: 2.x.2)¹

This is the second course for the research track to build student confidence in formulating hypotheses and designing experiments. To ensure that students think ethically when doing so, this course also includes an introduction to the ethical issues that arise in research. Through case studies and review of literature, the course will present hypothesis-driven research from diverse areas related to biomedical science. **Course Pre-requisite:** BIOL 2000 or permission of the Instructor.

BIOL 2250 – Responsible Conduct of Research (2 credit: 2.x.2)¹

This course is designed to provide an introduction to the basic concepts required for the responsible and ethical conduct of students engaged in undergraduate research. Topics will include lab safety, conflict of interest, data management, data sharing, authorship, animal welfare and policies involving use of human and animal subjects. **Course Pre-requisite:** BIOL 2107K.

BIOL 2311K – General Botany (4 credit: 3.3.4)¹

An introduction to the study of the plant kingdom with emphasis on plant structure and function, reproduction and heredity. **Course Pre-requisite:** BIOL 2108K.

BIOL 2320K - Laboratory Research Techniques (3 credit: x.3.3)¹

This course provides students hands-on training in cutting-edge techniques, technologies, and equipment that are essential for conducting general and biomedical research. It contains four modules: Basic Lab Skills, DNA, Protein Techniques and Instrumental Methods in Chemistry. Students learn experimental techniques including reagent preparation, pipetting, DNA isolation, protein purification, Agarose Gel Electrophoresis, SDS Gel Electrophoresis, conventional PCR, cell culture, Western blot, ELISA, chromatography (GC-MS) and spectroscopy (FT-IR, NMR, UV-Vis). **Course Pre-requisite:** BIOL 2107K or CHEM 2112K.

BIOL 2330 - Principles of Epidemiology (3 credit: 3.x.3)¹

This course is the first of two courses offered for students pursuing the track in public health. Principles of Epidemiology provides an overview of epidemiology methods used in research studies that address disease patterns in community and clinic-based populations. Topics covered include distribution and determinants of health-related states or events in specific populations and application to control of health problems. **Course Pre-requisite:** BIOL 2107K.

BIOL 2411K - Human Anatomy & Physiology I (4 credit: 3.3.4)¹

BIOL 2411K is designed as an introductory course in human anatomy and physiology. Discussions include fundamental concepts related to the gross and microscopic structure and functional relationships of the integument, bones, muscles, nerves and endocrine organs. Laboratory exercises supplement the lecture material. **Course Pre-requisite:** Completion or exemption of all learning support requirements.

BIOL 2412K - Human Anatomy & Physiology II (4 credit: 3.3.4)¹

This course is a continuation of human anatomy and physiology I (BIOL 2411). Discussion will focus on the structure and functions of body systems (endocrine, cardiovascular, lymphatic, immune, digestive, respiratory, urinary and reproductive). Laboratory exercises supplement the lecture material. **Course Pre-requisite:** BIOL 2411K or BIOL 2108K.

BIOL 2501 - Introduction to Biomass (2 credit: 2.x.2)¹

As the introductory course for students in the bioenergy track, this course is designed to introduce students to the source of bioenergy, which is biomass. Topics include defining biomass, sources of biomass, processing biomass, uses of biomass, and the role of environment and pollution in biomass production. **Course Pre-requisite:** BIOL 2107K

BIOL 2601 - Introduction to Foodborne Diseases (3 credit: 3.x.3)¹

This course is one of the two courses offered for students completing the track in food safety. This is an intermediate level course, which will introduce students to the major pathogens associated with foodborne diseases, their epidemiology, and approaches to outbreak investigation and control of foodborne illness. **Course Pre-requisite:** BIOL 2107K

BIOL 2702K – Fundamentals of Biotechnology (4 credit: 3.3.4)¹

A course designed to illustrate the current rise in biotechnology and explore its possible applications in plant, animal, biomedical, societal and global environments. Basic concepts of gene and recombinant DNA technology and laboratory on biotechnology research techniques is included. **Course Pre-requisite:** BIOL 2107K.

BIOL 3101K – Environmental Biology (4 credit: 3.3.4)¹

Environmental Biology is an interdisciplinary science that integrates the disciplines and sub-disciplines of biology, chemistry, social sciences, technology, business, law, ethics, philosophy, morality, aesthetics and government. Environmental Biology analyzes the effects and subsequent impact of man's activities on Earth's ecosystems as related to

issues of personal and community health. Laboratory exercises supplement the lecture material. **Course Pre-requisite:** BIOL 2108K.

BIOL 3103 - The Fundamentals of Bioenergy (3 credit: 3.x.3)¹

This course expands upon the concepts introduced in BIOL 2501. The course introduces students to the application of biomass in the bioenergy field. Topics include defining bioenergy, sources of bioenergy, and the social, political and economic effects of using bioenergy. **Course Pre-requisite:** BIOL 2501.

BIOL 3201 - Fundamentals of Public Health Nutrition (2 credit: 2.x.2)¹

This course is one of the two courses offered for students completing the track in food safety. This course will provide an introduction to Public Health Nutrition and the role of the Public Health Nutrition professional. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition. Malnutrition will be discussed on a societal, economic, and environmental level. It will include the basics of nutritional biochemistry as it relates to malnutrition of a community and targeted intervention. Finally, it will review existing programs and policies, including strengths, weaknesses and areas for modification or new interventions. **Course Pre-requisite:** BIOL 2701K.

BIOL 3250K/ CHEM 3250K - Biochemistry (4 credit: 3.3.4)¹

The student examines the structure, function, and metabolism of carbohydrates, amino acids and proteins, lipids, and nucleic acids in this course. Topics include bioenergetics, enzyme kinetics, photosynthesis, and the interdependence of the various metabolic pathways of intermediate metabolism. **Course pre-requisite:** CHEM 2302

BIOL 3311K - Introduction to Natural Resources (3 credit: 2.2.3)¹

Lecture and laboratory activities in this course are designed to introduce students to the problems of population, resource availability and environmental quality. Aspects of air, water resource problems, conventional sources of energy, and food and land resource issues will be considered in the course. **Course Pre-requisite:** BIOL 2107K and CHEM 2112K or permission of instructor.

BIOL 3316K - Sources/Use of Plant/Wildlife (3 credit: 2.2.3)¹

Lecture and laboratory activities introduce the student to the ways plant and wildlife resources have been used throughout history and studies their importance in food production and non-edible production utilization. **Course Pre-requisite:** BIOL 2108K.

BIOL 3320K - Principles/Techniques in Water Resource Services (4 credit: 3.3.4)¹

Lecture and laboratory activities introduce the student to the procedures needed to examine water over a wide quality of ranges, including water suitable for domestic or industrial supplies, surface water, and treated and untreated municipal or industrial wastewater. **Course Pre-requisite:** BIOL 2108K.

BIOL 3333K – Microbiology and Application (4 credit: 3.3.4) ¹

A general course in microbiology specifically for Biology majors. Lecture and laboratory activities emphasize the fundamental concepts of the different groups of microorganisms as related to applications in human, animal and plant health, environment, industry, technology and biotechnology. The course will cover Archaea, bacteria, protists, fungi, viruses, parasites, algae and other microbial groups. **Course Pre-requisite:** BIOL 2107K or BIOL 2108K

BIOL 3401K - Introduction to Histology (4 credit: 3.3.4) ¹

Lecture and laboratory activities introduce the study of tissues with emphasis placed on light microscopic preparations. **Course Pre-requisite:** BIOL 2107K or BIOL 2108K

BIOL 3501K – Principles of Genetics (4 credit: 3.3.4) ¹

Lecture and laboratory activities introduce the study of the classical and modern concepts of heredity in plant and animal systems. **Course Pre-requisite:** BIOL 2108K

BIOL 3506 - Bioinformatics (3 credit: 3.x.3) ¹

This course is designed to help students master the DNA analysis tools and resources to study the functions of genomics, understand the gene identity, and facilitate the analysis and presentation of molecular and biochemical data. **Course Pre-requisite:** BIOL 2702K or BIOL 2107K.

BIOL 3611K – Medical Mycology (4 credit: 3.3.4) ¹

Lecture and laboratory activities are designed to acquaint students with select fungal groups that cause human disease. **Course Pre-requisite:** BIOL 2108K.

BIOL 3701 - Current Issues & Topics in Biotechnology (2 credit: 2.x.2) ¹

This course is to familiarize the students with some of the frontier areas of biotechnological applications where a huge scope for further contributions for betterment of the society exists. This course will allow students to gain theoretical and practical, hands-on knowledge of both commonly used and some specialized laboratory instruments, as well as preparation of common solutions, reagents and methodology. **Course Pre-requisite:** BIOL 2702K.

BIOL 3801 - Environmental Health Concepts in Public Health (2 credit: 2.x.2) ¹

As the second course for student's pursuing the track in public health, this course provides a survey of major topics of environmental health. Topics include sources, routes, media, and health outcomes associated with biological, chemical, and physical agents in environment; effects of agents on disease, water quality, air quality, food safety, and land resources; current legal framework, policies, and practices associated with environmental health and intended to improve public health. **Course Pre-requisite:** BIOL 2330.

BIOL 3901 - Pathophysiology (3 credit: 3.x.3) ¹

This course discusses the fundamentals of human diseases, with emphasis on anatomical, physiological and clinical processes. **Course Pre-requisite:** BIOL 2108K.

BIOL 4001 – Research Independent Study I (1 credit: 1.x.1)¹

This is a required course for the Biology major. The student will be introduced to concepts, methods and techniques necessary for the development of an undergraduate research topic. The student will make oral presentations on scientific topics of interest and plan a research project with assistance from a faculty advisor. (Required of all majors). **Course Pre-requisite:** Junior classification or permission of the instructor.

BIOL 4101K – General Physiology (4 credit: 3.3.4)¹

In this course, lecture and laboratory activities will emphasize the experimental approach to physiology including the nerve impulse, enzymes and their properties, along with other selected topics. **Course Pre-requisite:** BIOL 2108K.

BIOL 4201K - Introduction to Parasitology (4 credit: 3.3.4)¹

The fundamentals of parasitology are investigated using lecture and laboratory activities with emphasis on the life histories and economic importance of protozoans, helminths, and arthropod parasites. **Course Pre-requisite:** BIOL 2108K

BIOL 4222K – Biology Senior Research (3 credit: x.3.3)¹

This is a required course for Biology majors. The student will conduct a supervised research project in the biological/biomedical or related sciences. The students will perform the experiments, collect and analyze the data, and write up the research finding in a scientific report. The student will also give an oral presentation of the research findings. **Course Pre-requisite:** BIOL 4001.

BIOL 4223 - Foundation of Research III: Communication of Biomedical Information (1 credit: 1.x.1)¹

As the third and final course of the Research track, this course will provide students the formal context to become critical writers and speakers of biomedical information. Student competence is enhanced through exercises that demonstrate the need for effective written and oral communication. Students will learn to critique scientific literature; thereby, helping them to improve their own writing. Students will prepare both written and oral presentations of their research and results. Oral communications include a 3-minute elevator talk, a 10-minute presentation, and a 20-minute seminar. Written communications include posters in the formats of the professional societies in their disciplines. **Course Pre-requisite:** BIOL 2240 or BIOL 4222.

BIOL 4301K - Developmental Biology (4 credit: 3.3.4)¹

Lecture and laboratory activities will emphasize classical methods of analysis and the series of embryonic stages from gametogenesis to histogenesis. Also, basic conceptual topics such as nuclear totipotency, cell determination, cytoplasmic localization, induction, and morphogenesis are interspersed. **Course Pre-requisite:** BIOL 2108K.

BIOL 4401K - Comparative Vertebrate Anatomy (4 credit: 3.3.4)¹

Course lectures will include comparative structure and evolutionary relationships among a series of chordates from amphioxus to mammals with thorough laboratory dissections

of at least one representative from each of the vertebrate classes. **Course Pre-requisite:** BIOL 2108K

BIOL 4501K - Immunology (4 credit: 3.3.4)¹

Biology 4501 is an introductory level course in immunology. Lecture and laboratory exercises cover the basic concepts of immune system, antigen, autoimmune diseases, tumor immunology, specific and non-specific types of immune responses. **Course Pre-requisite:** BIOL 3333K or BIOL 2107K

BIOL 4601K – Plant Physiology (4 credit: 3.3.4)¹

Lecture and laboratory exercises study vascular plant functions, including absorption and translocation of water and solutes, transpiration, photosynthesis, respiration, growth and development and hormonal regulation. **Course Pre-requisite:** BIOL 2311K

BIOL 4701K - Cell/Molecular Biology (4 credit: 3.3.4)¹

This course is designed to acquaint students with the organization and function of the cell utilizing cellular and molecular techniques to investigate structure and function. **Course Pre-requisite:** BIOL 2108K or BIOL 3333K.

BIOL 4703K – Genetic Engineering (4 credit: 3.3.4)¹

This course is intended to bring students up to the leading edge of research in developing genetically altered organisms. Focus will be on concepts and laboratory techniques of transgenic organisms, transformations; screening and selection of transgenic organisms. **Course Pre-requisite:** BIOL 2702K

Suggested courses for Biotech concentration and various tracks for interest of profession:

1. Biotechnology concentration:

Students wishing to earn a concentration in biotechnology are required to take the following courses as part of their biology course sequence: BIOL 2702K, BIOL 3506, BIOL 3701, and BIOL 4703K. Please note that satisfactory completion of these courses also fulfills the 13 hours of biology electives required for the major with no additional electives needed. Please note, the student's senior research project (required as a part of BIOL 4222K) must be related to the field of biotechnology. For detailed information discuss with biotech program coordinator.

2. Pre-Med Track (medical/dental/pharmacy):

Based on current admissions criteria for medical based professional programs, biology students interested in the pre-med track are advised to place emphasis on the following courses: (Required courses in bold)

Biology: **Principles of Biology I (2107K), Principles of Biology II (2108K),**
(BIOL) **Principles of Genetics (3501K), and Cell Molecular Biology (4701K),**
Human Anatomy and Physiology I (2411K), Human Anatomy and
Physiology II (2412K).

Chemistry: **Principles Chemistry I (1211K), Principles Chemistry II (1212K), Organic**

(CHEM) **Chemistry I (2301K), Organic Chemistry II (2302K), Biochemistry (3250K)**

Physics:

(PHYS) **Introductory Physics I (1111K), Introductory Physics II (1112K)**

Due to the recent addition of behavioral and social sciences portions to the Medical College Admission Test (MCAT), students interested in **medical school** are also encouraged to take the following courses:

General Psychology (PSYC 1101), Basic Skills in Behavioral Science (PSYC 1002) or Basic Skills in the Behavioral Science (SOC 2001), Introduction to Anthropology (SOC 2031), and/or Social Basis of Human Behavior (SOC 2282). For further discussion, contact pre-med advisor.

3. **Graduate program/ Research track:**

Biology students interested in the graduate program/research track are recommended to take the following courses as part of their biology course sequence: BIOL 2000, BIOL 2001 (optional), BIOL 2240, BIOL 2250, BIOL 2320K, **BIOL 4001**, **BIOL 4222K**, and BIOL 4223. Please note that bold courses are required for completion of the biology major. All other courses can be used to satisfy the 13 hours of biology electives required for the major.

4. **Bioenergy Track:**

Biology students interested in the bioenergy track are recommended to take BIOL 2501 and BIOL 3103 as part of their biology course sequence. Please note that satisfactory completion of these courses may be used towards 13 hours of biology electives required for the major.

5. **Public Health Track:**

Biology students interested in the public health track are recommended to take BIOL 2330 and BIOL 3801 as part of their biology course sequence. Please note that satisfactory completion of these courses may be used towards 13 hours of biology electives required for the major.

6. **Food Safety Track:**

Biology students interested in the food safety track are recommended to take BIOL 2601 and BIOL 3201 as part of their biology course sequence. Please note that

satisfactory completion of these courses may be used towards 13 hours of biology electives required for the major.

Completed.

8. Recommends the adoption of the following with regard to the Pre-Engineering program at the new ASU:

Department of Natural and Forensic Sciences

The Department of Natural and Forensic Sciences offers degrees in biology, forensic sciences and chemistry with course offerings in physics and engineering. The department also offers a degree in science education with a broad based emphasis in Biology.

PRE-ENGINEERING

Albany State University offers pre-engineering programs that lead to a Bachelor of Engineering degree either from Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Mercer University or University of Georgia under the Regents' Engineering Pathways Program (REPP). Requirements to transfer to four-year Engineering Schools are the followings -

- Successful completion of course requirements by engineering major.
- Achieve the minimum grade point average (GPA) requirements by the document deadline.

To know more about those two requirements which are engineering school specific, please consult with Pre-Engineering Co-coordinator or check the following website.

http://www.usg.edu/assets/academic_affairs_handbook/docs/REP_Agreement_Final.pdf

COURSE DESCRIPTION

PHYS 2100 – Computer Applications (3 credits: 3.0.3)

This course is designed to give students the necessary computer skills in using spreadsheets, word processors, graphics and other scientific software that facilitate learning, data analysis and simulation relevant to science disciplines.

PHYS 2211K – Principles of Physics I (4 credits: 3.3.4)

This is an introductory course in calculus-based physics for Chemistry and Pre-Engineering majors. This course covers mechanics (kinematics, dynamics, work and energy, momentum and collisions, and rotational motion and statics), and may also include thermodynamics and waves. Elementary differential calculus is used. Laboratory exercises supplement the lecture material.

Prerequisite: A grade of C or better in Calculus I (Math 1211).

PHYS 2212K – Principles of Physics II (4 credits: 3.3.4)

This is the second part of calculus-based introductory physics course for Chemistry and Pre-Engineering Majors. This course covers electrostatics, electric current and circuits,

electromagnetism, optics and modern physics. Elementary calculus will be used. Laboratory exercises supplement the lecture material.
Prerequisite: A grade of D or better in PHYS 2211K. Co-requisite: Calculus II (Math 1212)

ENGR 1103 – Principles of Engineering Analysis & Design (3 credits: 2.3.3)

In this course, the field of engineering is introduced by an elementary presentation of the principles of the engineering sciences such as mechanics, thermodynamics and scientific computing (utilized in the analysis and design of engineering problems). **Course Prerequisite:** MATH 1113.

ENGR 1200 – Engineering Computing (3 credits: 2.2.3)

This course is designed to provide students with the basic concepts of structured programming with an emphasis on developing algorithm, pseudo code, flowchart and programming in a modern high level language. Different software tools will be used to introduce various engineering problem solving techniques. **Course Prerequisite(s):** MATH 1113

ENGR 1203 – Engineering Graphics (3 credits: 2.3.3)

In this course, an introduction to engineering graphics and design including sketching, drawing, projection theory, tolerances and computer-aided graphics will be covered. **Course Pre-requisite:** None

ENGR 2001 – Introduction to Engineering Materials (3 credits: 3.0.3)

Primary objective of this course is to introduce students to the study of engineering materials. Building on an understanding of atomic structure and chemical bonding from the knowledge acquired in General Chemistry; students should understand the chemical and size-factors which determines the way in which atoms pack together in solid materials. They should then be able to relate this to the observed mechanical, electrical, thermal, magnetic and chemical properties of those materials. Students will be introduced to material selection and processing as part of engineering design. **Course Prerequisite:** ENGR 1103, CHEM 1211K.

ENGR 2025 – Introduction to Signal Processing (4 credits: 3.2.4)

Introduction to signal processing for discrete-time and continuous time signals includes topics on filtering, frequency response, Fourier transforms and Z transforms. The laboratory emphasizes computer based signal processing. **Course Prerequisite(s):** MATH 2111, PHYS 2100 or CSCI 2101.

ENGR 2201 – Engineering Statics (3 credits: 3.0.3)

In this course, the principles of statics (vector based) in two and three dimensions will be covered. Concept of force, moment equilibrium principles, truss, center of gravity and friction will be taught by solving realistic problems. This course is designed for Pre-Engineering majors. It will satisfy the requirement by Georgia Institute of Technology for the Regents Engineering Pathway Program and the Dual Degree program. **Course Prerequisite(s):** PHYS 2211K and ENGR 1103; Co-requisite: MATH 2213.

ENGR 2413 – Electric Circuit Analysis (3 credits: 3.0.3)

In this course, the study and analysis of AC and DC electric circuits, circuit elements, steady state and transient analysis and applications will be covered. (This course is recommended for majors in Electrical Engineering). **Course Prerequisite(s):** ENGR 1103, PHYS 2212K and MATH 2213.

Pre-Engineering Course Check List

▲ Student starts with College Algebra

■ Student starts with Pre-Calculus

First Semester Fall		
<i>English Composition I (ENGL 1101)</i>		3
College Algebra (MATH 1111) ▲ Pre-Calculus (MATH 1113) ■		3
<i>Principles of Chemistry I (CHEM 1211K)</i>		4
Art Appreciation (AARP 1101) and/or Engineering Graphics (ENGR 1203)		3
Second Semester SPRING		
<i>English Composition II (ENGL 1102)</i>		3
Pre-Calculus (MATH 1113) ▲ <i>Calculus I (MATH 1211)</i> ■		3 ▲ 4 ■
<i>Principles of Chemistry II (CHEM 1212K)/Intro to Biological Sci. (BIOL 1111K)</i> [Elective 1]		4
Engineering Analysis (ENGR 1103) and/or Engineering Computing		3
Third Semester FALL		
<i>Calculus I (MATH 1211)</i> ▲ <i>Calculus II (MATH 2212)</i> ■		4
US & GA Govt. (POLS 1101)		3
Macro/Micro Economics (ECON 2105/ECON 2106)		3
Engineering Computing (ENGR 1200) and/or Art Appreciation (AARP 1101)		3
Discrete Mathematics (MATH 3112) ▲ <i>Linear Algebra (MATH 2111)</i> ■		3
[Pre-requisite – Pre-Calculus ▲ Calculus I ■]		
Fourth Semester SPRING		
<i>Principles of Physics I (PHYS 2211K)</i>		4
<i>Calculus II (MATH 2212)</i> ▲ <i>Calculus III (MATH 2213)</i> ■		4
Fundamentals of Public Speaking (COMM 1100)/Art Appreciation (AARP 1101)/Elective 2		3 or 4
<i>Linear Algebra (MATH 2111)</i> ▲ <i>Ordinary Differential Equation (MATH 3211)</i> ■		3
[Pre. Req. – Calculus I ▲ Calculus II ■]		
Fifth Semester FALL		
<i>Principles of Physics II (PHYS 2212K)</i>		4
<i>Calculus III (MATH 2213)</i> ▲ Discrete Mathematics (MATH 3112) ■		4 ▲ 3 ■
<i>Ordinary Differential Equation (MATH 3211)</i> ▲ Statistical Methods (MATH 3411) ■		3
Engineering Statics (ENGR 2201)		3
READY TO TRANSFER NOW		

Please note that this course sequence may change slightly depending on discipline. For details visit <http://ceed.gatech.edu/admissions-requirements> or consult with the program coordinator.

Completed.

9. Recommend that a biology major be offered at the new ASU, with these courses included:

CORE CURRICULUM (60 HOURS)

Area A through E – 44 hours

Area F Core Requirements – 16 hours

Lower Division (1000-2000 Level)

BIOL 2107 K - Principals of Biology with Lab (3-3-4)

BIOL 2108K - Principles of Biology II with Lab (3-3-4)

PHYS 1111K – Introductory Physics I with Lab (3-3-4)

PHYS 1112K – Introductory Physics II with Lab (3-3-4)

Above the core – 5 hours

REQUIREMENTS FOR THE MAJOR

Area G: Major requirements (61 hours)

The Biology Major Course requirements, AREA G, include 39 credits in required courses and 13 hours of electives. Elective courses must be 5 credits from 1000 and 2000 level and include 8 credits from 3000 level or higher biology electives; at least 3 non-science credit hours and 6 credit hours of foreign language.

BIOL 2311K - General Botany (3-3-4)

BIOL 3101K - Environmental Biology (3-3-4)

BIOL 3333K - Microbiology Principles and Applications (3-3-4)

BIOL 3501K - Principles of Genetics (3-3-4)

BIOL 4001 - Research and Independent Study I (0-1-1)

BIOL 4222K - Biology Senior Research (0-3-3)

BIOL 4701K - Cell and Molecular Biology (3-3-4)

BIOL 3250K/CHEM 3250K - Biochemistry (3-3-4)

CHEM 2301K - Organic Chemistry I (3-3-4)

CHEM 2302K - Organic Chemistry II (3-3-4)

PHYS 2100 - Computer Applications (3-0-3)

Completed.

10. Recommends the adoption of the following with regard to the Science Education Advanced Program the new ASU:

Science Education: Advanced Program

Graduate Program Description:

The Department of Natural Sciences in the College of Sciences and Health Professions believes that students should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently, Science

Education graduates will be able to master the many academic and professional challenges found in the workplace.

This program is designed for persons holding Georgia T-4 certification in Science Education or who have completed basic prerequisite course work for certification in Science Education. This program leads to T-5 certification in Science Education.

The goals of the Department of Natural Sciences are as follows:

1. To help students understand the basic concepts and principles inherent in the body of knowledge of science.
2. To allow students the opportunity to become familiar with and comfortable using the scientific method.
3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors).
4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude and cultural values in harmony with the scientific enterprise.
5. To prepare students for entrance into graduate and professional schools.
6. To prepare students for professional employment in the sciences, including teaching biology and chemistry.

The degree requires 36 semester hours, with 18 hours in the cognate field.

MISSION STATEMENT and PROGRAM DESCRIPTION

The mission of the Department of Natural Sciences and The College of Education is to collaboratively prepare advanced candidates who poses a strong content knowledge base and the knowledge and skills to perform as effective teachers in diverse school settings across the state and nation. The mission is to support scholarship and professional practices of all the teacher candidates

The preparation of the Broad Field Science advanced teacher candidates is a joint effort: content knowledge training is provided by The Department of Natural Sciences and pedagogical content knowledge, professional and pedagogical knowledge and skills, assessment of student knowledge and professional dispositions training is provided through Teacher Education. Both Departments collaborate extensively to prepare a well-trained candidate with a common mission: to support scholarship and professional practices of all the advanced teacher candidates.

The Department of Natural Sciences of the College of Sciences and Health Professions believes that candidates should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently, Science Education graduates develop advanced skills to address the many

academic and professional challenges found in the workplace. The program for a Master of Science in Science Education leads to advanced certification in Broad Field Science.

GOALS AND OBJECTIVES

GOALS

The goals of the Department of Natural Sciences are as follows:

1. To help students demonstrate mastery of the basic concepts and principles inherent in the body of knowledge of science.
2. To allow students the opportunity to practice using the scientific method during laboratory activities.
3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors).
4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude and cultural values in harmony with the scientific enterprise.
5. To prepare students for entrance into graduate and professional schools.
6. To prepare students for professional employment in the sciences, including teaching biology and chemistry. The degree requires 36 semester hours, with 18 hours in the cognate field.

OBJECTIVES (What we want our students to KNOW OR BE ABLE TO DO):

Note: Objectives are measurable.

The objectives of the Science Education preparation program are as follows:

1. The advanced candidate demonstrates mastery of the content knowledge in the core science areas of biology, chemistry, physics, and earth science as measured by GACE.
2. The advanced candidate applies scientific inquiry to solve problems through laboratory activities as measured through lab reports.
3. The advanced candidate rewrites lesson plans to reflect data-driven instructional decisions based on the analysis of student performance.
4. The advanced candidate analyzes student performance data and uses the information to revise instruction that supports improved student performance as measured through pre-and post-tests.
5. The advanced candidate analyzes current and seminal research articles and applies the knowledge to improve differentiated instructional strategies and culturally relevant classroom practices.
6. The advanced candidate exhibits the College of Education professional dispositions as measured by the dispositions rubric.

Program of Study:

The program of study is organized in specific areas that address the development of advanced skills. The program is divided into Areas A – E. Area A addresses the Nature of the Learner and

Behavior and Area B addresses Programs and Problems of the School. Area C is the cognate area and addresses courses for content development that addresses the Georgia standards for grades 6 – 12. Area D addresses Educational Research and Statistics. Area E is the area for electives.

Program of Study:

The program requires 36 hours in Areas A – E. The following table identifies the number of hours and courses required in each defined area:

Area	Course	Hours
A: 3 hours	SPED 5542: (Substitutes for PSYC 5515 – no longer offered)	3
B: 6 hours	EDUC 5540: Curriculum Principles	3
	EDUC 5570: Strategies of Instruction in Science	3
C: 18 hours	BIOL 5504: Ecology	3
	BIOL 5506: Genetics	3
	ISCI 5515: Selected Topics in Biology	3
	BIOL 5519: Plant Biology	3
	ISCI 5500: Integrated Earth Science	3
	ISCI 5501: Foundations of Physical Science	3
	ISCI 5530: Integrated Physical Science I	3
	ISCI 5531: Integrated Physical Science II	3
D: 6 hours	ISCI 5564: Integrated Science Concepts	3
	EDUC 5500: Educational Statistics	3
E: 3 hours	EDUC 5502: Action Research	3
	EDUC 5199: Orientation to Advanced Profession Education	0
	SPED 5501: Exceptional Child	3

Course and course descriptions specific to Science Education are summarized on the following table:

Course Number and Title	Description	Hours
SPED 5542 (replaces PSYC 5515 that is no longer offered)	Application of behavior modification principles and behavior analysis in both general and special education classrooms.	3
EDUC 5540: Curriculum Principles	Models for curriculum development and the forces that bear on curriculum decision making will be studied. This is the basic	3

	course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.	
EDUC 5570: Strategies of Instruction in Science	Designed to introduce the professional teacher to the theories and practices of supervising student teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.	3
ISCI 5515: Selected Topics in Biology	The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the life sciences to develop deeper content knowledge for grades K - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The content topics include cells, cellular processes, macromolecules, genetics, classification, adaptations, and ecosystems. Strategies for teaching life science will be integrated throughout the course. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards). Candidates must earn a minimum grade of B to receive credit for this course in the program of study.	3
ISCI 5500: Integrated Earth Science	The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to	3

provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the earth sciences to develop deeper content knowledge for grades K - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The content areas include astronomy, geology and meteorology. Strategies of teaching earth science in grades K – 8 are integrated throughout the course. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards). Candidates must earn a minimum grade of B to receive credit for this course in the program of study.

ISCI 5530: Integrated Physical Science I

The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop deeper content knowledge for grades 4 - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The course focuses on the knowledge and application of scientific processes and major concepts required for teaching physical science in the grades 4 – 8 classrooms, including matter and energy (motion, gravity, work, and forces). Laboratory activities are included that support appropriate grade level instruction. The content development is closely aligned to the

3

	current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.	
ISCI 5531: Integrated Physical Science II	The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop deeper content knowledge for grades 4 - 8 teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The course focuses on the knowledge and application of scientific processes and major concepts required for teaching physical science in the grades 4 – 8 classrooms, including waves, heat, light, sound, electricity and magnetism. Laboratory activities are included that support instruction, grades 4 – 8. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.	3
BIOL 5504: Ecology	Lecture and laboratory activities in this course will emphasize the basic concepts and principles used in the study of the environment and ecosystems.	3
BIOL 5506: Genetics	Lecture and laboratory activities in this course will emphasize the basic principles	3

and concepts of classical and molecular genetics in living organisms.

BIOL 5519: Plant Biology	Lecture and laboratory activities in this course will emphasize the basic concepts of the botanical sciences with applications in health, industry, technology, agriculture, the environment and society.	3
ISCI 5501: Foundations of Physical Science	Integrated Foundations of Physical Science is the study of basic principles in relation to teaching science and their relation to the teaching of science in the elementary school. This course provides the foundations of Physical Science in the study of basic principles of physical science and their relation to the teaching of science in the elementary schools. The course focuses on the integration of inquiry, problem solving, content knowledge and pedagogical knowledge and skills to provide advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop deeper content knowledge for elementary teachers. Content knowledge development is strongly supported with grade appropriate laboratory activities. The course focuses on the knowledge and application of scientific processes and major concepts required for teaching physical science in the elementary classrooms, including matter and energy (motion, gravity, work, and forces). Laboratory activities are included that support appropriate grade level instruction. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS	3

	(Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.	
ISCI 5564: Integrated Science Concepts	The course focuses on the understanding and application of scientific processes and major concepts required for teaching science in the elementary classrooms. It develops the advanced candidate's ability to integrate inquiry, problem solving, content knowledge and pedagogical knowledge and skills and provides advanced candidates with multiple opportunities to develop, practice and apply these skills in the classroom. The course supports the exploration of basic concepts and processes in the physical sciences to develop the elementary teachers' ability to apply scientific inquiry and problem solving to practical situations. Content knowledge development is strongly supported with grade appropriate laboratory activities. A strong emphasis is placed on integrating content areas in the elementary classroom. The content development is closely aligned to the current state and national standards (Georgia Performance Standards and Next Generation Science Standards) and integrates the literacy standards of the CCGPS (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B to receive credit for this course in the program of study.	3
EDUC 5500: Educational Statistics	Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied.	3
EDUC 5502: Action Research	A study of research methods, procedures and designs, including the preparation of research abstracts and action research as it applies to educational settings.	3

EDUC 5199: Orientation to Advanced Profession Education	Orientation to Teacher Education provides graduate students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course.	3
SPED 5501: Exceptional Child	A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence, and programming of exceptionality areas for which children and youth may obtain special educational services.	3

Program Check Sheet:



THE DEPARTMENT OF NATURAL SCIENCES AND THE COLLEGE OF EDUCATION
 BROAD FIELD SCIENCE EDUCATION PROGRAM OF STUDY (M.Ed. SCIENCE EDUCATION)

Name: _____	RAM ID: _____
Address: _____	Date Admitted to Program: _____
City/State/Zip: _____	GPA Requirement Met (3.0 or higher) _____ Date Comprehensive Exam Passed: _____

Home Telephone: _____	Expected Graduation Date: _____
Cell Telephone: _____	Graduation Audit: _____
Email: _____	T-5 certification date issued: _____
Advisor: _____	

*required course

**highly recommended

AREA A: NATURE OF THE LEARNER AND BEHAVIOR PROBLEMS (Minimum 3 hrs.)		SEMESTER PLANNED	SEMESTER TAKEN	GRADE	HRS
PSYC 5552	Conditions of Learning				3
PSYC 5530	Adolescent Psychology				3
PSYC 5515	Educational Psychology	Course Substitute: SPED 5542			3
AREA B: PROGRAMS AND PROBLEMS OF THE SCHOOL (Minimum of 3 hrs.) [Minimum 9 hrs. in Areas A & B]					
EDUC 5538	Curriculum Planning				3
EDUC 5540	Curriculum Principles				3
EDUC 5570	Strategies of Instruction in Science*				3
AREA C: TEACHING FIELD (Broadfield Concentration – total 18 hrs. required)					
BIOL 5501	Selected Topics in Botany				3
BIOL 5502	Selected Topics in Zoology				3
BIOL 5504	Ecology				3
BIOL 5506	Genetics				3
BIOL 5514	Biological Chemistry				3
ISCI 5515	Integrated Biology**				3
BIOL 5519	Plant Biology				3
BIOL 5520	Evolution and the Nature of Science				3
ISCI 5500	Integrated Earth Science**				3
PHYS 5501	Foundations of Physical Science				3

ISCI 5530	Integrated Physical Science I**				3
ISCI 5531	Integrated Physical Science II				3
ISCI 5564	Integrated Science Concepts				3
AREA D: EDUCATIONAL RESEARCH AND STATISTICS					
EDUC 5500	Educational Statistics				3
EDUC 5501	Methods of Research in Education*				
AREA E: EDUCATIONAL ELECTIVES					
EDUC 5199	Orientation to Advanced Profession Education*				0
SPED 5501	Exceptional Child				3
	Can be chosen from Area C with adviser				3
	Total Hours Required				36

Completed.

11. Recommends the adoption of the following with regard to a Minor in Chemistry at the new ASU:

REQUIRED COURSES FOR A MINOR IN CHEMISTRY

- *A minor must contain 17 semester hours of coursework.*
- *A minor must contain at least 9 hours of upper division course work (numbered 3000 or above).*
- *Courses taken to satisfy Core Areas A through E may not be counted as course work in the minor.*

REQUIRED COURSES		CREDIT HOURS	TOTAL HOURS
CHEM 2301K	Organic Chemistry I	4	8 hours
CHEM 2302K	Organic Chemistry II	4	
CHEM 2351K	Quantitative Analysis I	4	

UPPER DIVISION CHEMISTRY COURSES		CREDIT HOURS	TOTAL HOURS
CHEM 3221K	Physical Chemistry I	4	9 hours
CHEM 3250K	Biochemistry I	4	
CHEM 4110	Chemical Literature	1	
CHEM 3231K	Intermediate Inorganic Chemistry I	4	
CHEM 3222K	Physical Chemistry II	4	
CHEM 3400	Polymer Science	3	
CHEM 3300	Nanoscience and Nanotechnology or other upper division courses	3	
TOTAL OF REQUIRED & UPPER DIVISION HOURS			17 HOURS

Completed.

12. Recommends the adoption of the following with regard to a Minor in Biology at the new ASU:

REQUIRED COURSES FOR A MINOR IN BIOLOGY

Coursework for the minor in Biology consists of two foundational courses, Principles of Biology I and II, followed by a highly flexible range of options in one or more specific fields. Students may choose to obtain a greater breadth of understanding in biology or focus on one area of particular interest. The minor serves as an excellent complement to related sciences, such as chemistry or forensic sciences. Even students majoring in business, psychology, sociology or art may choose to pursue a minor in biology, providing a different perspective that enhances a student's appreciation and understanding of the material encountered in their chosen major.

The minor in Biology is an excellent stepping-stone to further education in the life sciences, which in turn may lay the groundwork for future participation in various health-related professions and other pursuits.

Requirements:

- *A minor must contain 18 semester hours of coursework.*
- *A minor must contain 8 hours of required course work and at least 10 hours of upper division of biology course work. Only one elective course will be approved.*
- *Courses taken to satisfy Core Areas A through E may not be counted as course work in the minor.*
- *Students must receive a grade of C or higher in all courses taken toward the minor.*

REQUIRED COURSES		CREDIT HOURS	TOTAL HOURS
BIOL2107K	Principles of Biology I	4	8 hours
BIOL 2108K	Principles of Biology II	4	

UPPER DIVISION BIOLOGY COURSES (Only one elective course will be approved)		CREDIT HOURS	TOTAL HOURS
BIOL 2311K	General Botany	4	10 hours
BIOL 3101K	Environmental Biology	4	
BIOL 3333K	Microbiology Principles and Applications	4	
BIOL 3501K	Principles of Genetics	4	
BIOL 3250K	Biochemistry	4	
BIOL 4001	Research Independent Study I	1	
BIOL 4701K	Cell and Molecular Biology	4	
2000 level or higher	Biology Elective	2 to 3 credit hours only	
TOTAL OF REQUIRED & UPPER DIVISION HOURS			

Completed.

13. Recommends the adoption of the following with regard to the Science Education Undergraduate Program at the new ASU:

Science Education Undergraduate Program

Program Description

The mission of the Department of Natural Sciences and The College of Education is to collaboratively prepare candidates who possess a strong content knowledge base and the knowledge and skills to perform as effective teachers in diverse school settings across the state and nation. The mission is to support scholarship and professional practices of all the teacher candidates.

The preparation of the Broad Field Science teacher candidates is a joint effort: content knowledge training is provided by The Department of Natural Sciences and pedagogical content

knowledge, professional and pedagogical knowledge and skills, assessment of student knowledge and professional dispositions training is provided through Teacher Education. Both Departments collaborate extensively to prepare a well-trained candidate with a common mission: to support scholarship and professional practices of all the teacher candidates.

The Department of Natural Sciences of the College of Sciences and Health Professions believes that candidates should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently, Science Education graduates will be able to master the many academic and professional challenges found in the workplace. The program for a B.S. in Secondary Education leads to initial certification in Broad Field Science.

GOALS AND OBJECTIVES

GOALS

The goals of the Department of Natural Sciences are as follows:

1. To help students demonstrate mastery of the basic concepts and principles inherent in the body of knowledge of science.
2. To allow students the opportunity to practice using the scientific method during laboratory activities.
3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors).
4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude and cultural values in harmony with the scientific enterprise.
5. To prepare students for entrance into graduate and professional schools.
6. To prepare students for professional employment in the sciences, including teaching biology and chemistry. The degree requires 36 semester hours, with 18 hours in the cognate field.

OBJECTIVES (What we want our students to KNOW OR BE ABLE TO DO):

Note: Objectives are measurable.

The objectives of the Science Education preparation program are as follows:

1. The candidate demonstrates mastery of the content knowledge in the core science areas of biology, chemistry, physics, and earth science as measured by GACE.
2. The candidate applies scientific inquiry to solve problems through laboratory activities as measured through lab reports.
3. The candidate prepares an accurate standards-based lesson plan that includes differentiated instructional strategies, implements various assessments measures, and infuses appropriate technology as measured by changes in student performance.
4. The candidate rewrites lesson plans to reflect data-driven instructional decisions based on the analysis of student performance.

5. The candidate analyzes student performance data and uses the information to revise instruction that supports improved student performance as measured through pre- and post-tests.
6. The candidate exhibits the College of Education professional dispositions as measured by the dispositions rubric.

Program of Study:

The Science Education program requires 9 credit hours of performance standard courses in addition to 120 hours of program course requirement. Therefore, it requires a total of 129 hours in Areas A – H. Courses in Areas A – E are classified as core program courses. Area F courses are classified as Foundation education courses. Area G courses are classified as content area courses and include science and education courses. Area H courses are classified as performance based education courses, including student teaching.

The following table identifies the number of hours and courses required in each defined area:

Area	Course	Hours
A1: 6 hours	ENGL 1101: English Composition I	3
	ENGL 1102: English Composition II	3
A2: 3 hours	MATH 1113: Pre-Calculus	3
B: 5 hours	HIST 1002: Introduction to African Diaspora	2
	COMM 1100: Fundamentals of Public Speaking	3
C: 6 hours	ENGL 2111: World Literature I	3
	One fine arts option	3
D: 12 hours	CHEM 1211K: Principles of Chemistry I	4
	CHEM 1212K: Principles of Chemistry II	4
	MATH 1211: Calculus I	4
E: 12 hours	POLS 1101: US & GA Government	3
	HIST option	3
	Social Science option	3
	Social Science option	3
Above the Core: 5 hours	ASU 1201: Foundations of College Success	2
	Physical Education options	3
F: 17 hours	PHYS 1111K: Introductory Physics I	4
	PHYS 1112K: Introductory Physics II	4
	EDUC 2110: Investigating Critical and Contemporary Issues in Education	3

	EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity	3
	EDUC 2130: Exploring Teaching and Learning	3
G: 45 hours	EDUC 4405: Methods and Materials for Teaching Science	3
	EDUC 4451: Instruction and Assessment	3
	SPED 3231: Contemporary Perspectives of Exceptional Children	3
	BIOL 2107K: Principles of Biology I	4
	BIOL 2108K: Principles of Biology II	4
	BIOL 2411K: Human Anatomy & Physiology I	4
	BIOL 3101K: Environmental Biology	4
	CHEM 2351K: Quantitative Analysis I	4
	ISCI 3002: Integrated Earth & Space Science	4
Choose one from the following:	BIOL 2211K: Introduction to Microbiology	4
	BIOL 2311K: General Botany I	4
	BIOL 3501K: Principles of Genetics	4
	BIOL 2412K: Human Anatomy & Physiology II	4
Choose two from the following:	CHEM 2301K: Organic Chemistry I	4
	CHEM 2302K: Organic Chemistry II	4
	CHEM 3250K: Biochemistry	4
	CHEM 2352K: Quantitative Analysis II	4
H: 18 hours	EDUC 2199: Orientation to Teacher Education	0
	EDUC 3401: Practicum I	2
	EDUC 3402: Practicum II	2
	EDUC 3403: Practicum III	2
	EDUC 4412: Student Teaching	12

Course and course descriptions specific to Science Education are summarized on the following table:

Course Number and Title	Description	Hours
EDUC 2110: Investigating Critical and Contemporary Issues in Education	This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will	3

	actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Prerequisite: ENGL 1101 or ENGL 1101E or ENGL 1101A.	
EDUC 2120: Exploring Socio-Cultural Perspectives on Diversity	Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Prerequisite: EDUC 2110.	3
EDUC 2130: Exploring Teaching and Learning	This course is designed to explore some of the principle theories of learning and teaching. Students will examine their own learning processes and those of others, with the goal of applying that knowledge toward enhancing the learning of all students in a variety of educational settings and contexts. Prerequisite: EDUC 2120.	3
EDUC 4405: Methods and Materials for Teaching Science	This course emphasizes methods and materials for teaching science in secondary schools. Candidates must earn a minimum grade of C to receive credit for this course in the program of study.	3
EDUC 4451: Instruction and Assessment	This course examines curriculum, instruction, and assessment in the context of standards based education. It explores theories, methods, and procedures that are applicable to the development and design of curriculum and instruction, the interrelationships among curriculum, instruction, and assessment and	3

	<p>presents researched best practices for developing curriculum and instruction that will meet the needs of an inclusive environment. The history of curriculum development and evaluation; the importance of aligning learning theory and learner variables; removal of barriers to student achievement; and how to meet diverse student needs are discussed. Grading, use of assessment data, planning, and collaboration are also addressed. Students will learn how data driven decision making and the integration of technology can lead to improved academic achievement for all students.</p>	
SPED 3231: Contemporary Perspectives of Exceptional Children	A study of the characteristics, identification and educational needs of children and youth with exceptionalities.	3
EDUC 2199: Orientation to Teacher Education	<p>Orientation to Teacher Education provides students with the training and information needed to successfully navigate ASU teacher preparation program requirements. Students will receive training on the College of Education's Conceptual Framework; the requirements needed to successfully complete teacher preparation programs; learn to navigate Degreeworks to complete academic program plans of study; and learn to navigate LiveText for purposes of assessment and evaluation of Key Unit and Program specific assessments. All students will be required to purchase a LiveText account and have an active ASU account prior to participation in the course. Prerequisite: EDUC 2110 and EDUC 2120 and EDUC 2130.</p>	0
EDUC 3401: Practicum I	An individually arranged introductory course of classroom observation during field placement in public schools.	2
EDUC 3402: Practicum II	An individually arranged introductory course of classroom observation during field placement in public schools.	2

EDUC 3403: Practicum III An individually arranged introductory course 2
of classroom observation during field
placement in public schools.

EDUC 4412: Student Teaching Observation and teaching for one semester 12
(4470) under the direction of an approved supervising
teacher in selected middle school centers. A
seminar component is included.

Program Completion in Eight Semesters:

Fall Freshman Year

Course	Name	Hours
ENGL 1101	English Comp I	3
BIOL 2107K	Principles of Biology I	4
MATH 1113	Pre-Calculus	3
HIST 1002	African Diaspora	2
ASU 1201	Foundations College Success	2
PHED	elective	1
PHED 1010	Introduction to Yoga	1
	Total Hours	16

Spring Freshman Year

Course	Name	Hours
ENGL 1102	English Composition II	3
GEOG 1101	Intro to Human Geography	3
COMM 1101	Public Speaking	3
BIOL 2108K	Principles of Biology II	4
EDUC 2110	Invest Crt/Cont Issues Ed*	3
PHED	Elective	1
	Total Hours	17
*Pre-requisite	ENGL 1101	

TAKE GACE PROGRAM ENTRY

Fall Sophomore Year

Course	Name	Hours
ENGL 2111	World Literature	3
BIOL 2411K	Human Anatomy & Physiology	4
MATH 1211	Calculus I	4

CHEM 1211K	Principles of Chemistry I	4
EDUC 2120*	Explore Socio Cult Persp Diver	3
	Total Hours	18
*Prereq	EDUC 2110	

Spring Sophomore Year

Course	Name	Hours
BIOL 3101K	Environmental Biology	4
CHEM 1212K	Principles of Chemistry II	4
POLS 1101	US & GA Government	3
HIST 2111	American History I	3
EDUC 2130	Explore Teach and Learning	3
	Total Hours	17
*prereq	EDUC 2110, EDUC 2120	

Must PASS GACE Program Entry and complete application to Teacher Education

Fall Junior Year

Course	Name	Hours
BIOL	elective	4
CHEM 2351K	Quantitative Analysis I	4
PHYS 1111K	Introductory Physics I	4
SPED 3231	Contemp Presp of Excep Child	3
EDUC 2199	Orientation to Education	0
EDUC 3401	Practicum I	2
	Total Hours	17

Spring Junior Year

Course	Name	Hours
CHEM	elective	4
PHYS 1112K	Introductory Physics II	4

EDUC 4451	Instruction and Assessment	3
ARAP 1100	Art Appreciation	3
EDUC 3402	Practicum II	2
	Total Hours	16

TAKE GACE 024 and 025

Fall Senior Year

Course	Name	Hours
HIST	elective	3
ISCI 3002	Advanced Earth and Space Science	4
CHEM	elective	4
EDUC 4405	Methods/Materials for Teaching Science	3
EDUC 3403	Practicum III	2
	Total Hours	16

Spring Senior Year

Course	Name	Hours
EDUC 4412	Student Teaching	12
	Total Hours	12

Total Hours in Program 129 hrs.

Program Check Sheet:



THE DEPARTMENT OF NATURAL SCIENCES AND THE COLLEGE OF EDUCATION
 BROAD FIELD SCIENCE EDUCATION PROGRAM OF STUDY
 (B.S. Ed. SECONDARY EDUCATION)

Name: _____	RAM ID: _____
Address: : _____	Date Admitted to Program: _____
City/State/Zip: _____	GPA Requirement Met (2.5 or higher) _____
Home Telephone: _____	2 week Beginning School Experience: _____
Cell Telephone: _____	Date Passed GACE I _____ GACE II _____
Email: _____	Expected Graduation Date: _____
Advisor: _____	Graduation Audit: _____
GACE Program Entry: _____	PreSevice Certificate: _____
Ethics Test: _____	Application to TE: _____

*required course

AREA A1: COMMUNICATION SKILLS (6 HRS)		SEMESTER PLANNED	SEMESTER TAKEN	GRADE	HRS
ENGL 1101	English Composition I				3
ENGL 1102	English Composition II				3
AREA A2: QUANTITATIVE SKILLS (3 HRS)					
MATH 1111	College Algebra				3
MATH 1113	Pre-Calculus* [prerequisite: MATH 1111]				3
AREA B: INSTITUTIONAL OPTIONS (5 HRS)					
HIST 1002	Introduction to African Diaspora				2
COMM 1100	Fundamentals of Public Speaking				3
AREA C: HUMANTITIES/FINE ARTS/ETHICS (6 HRS)					
ENGL 2111	World Literature I*				3
SELECT ONE					
ARAP 1100	Art Appreciation				3
ENGL 2112	World Literature II				3

MUSC 1100	Music Appreciation				3
FIAR 1100	Introduction to Fine Arts				3
AREA D: SCIENCE, MATH & TECHNOLOGY (12 HRS)					
CHEM 1211K	Principles of Chemistry I				4
CHEM 1212K	Principles of Chemistry II				4
SELECT ONE					
MATH 1211	Calculus I				4
MATH 2212	Calculus II				4
AREA E: SOCIAL SCIENCES (12 HRS)					
POLS 1101	U.S. & GA Government*				3
AREA E ELECTIVES (SELECT AT LEAST ONE HISTORY)					
GEOG 1101	Introduction to Human Geography				3
HIST 1111	Survey of World History I				3
HIST 1112	Survey of World History II				3
HIST 2111	Survey of American History I				3
HIST 2112	Survey of American History II				3
PHIL 2101	Introduction to Philosophy				3
PSYC 1101	General Psychology				3
ABOVE THE CORE (5 HRS)					
ASU 1201	Foundations of College Success				2
SELECT THREE					
HEDP 1001	Introduction to Wellness				1
PEDH 1001	Team Sports				1
PEDH 1002	Fitness				1
PEDH 1003	Recreational Skills I				1
PEDH 1004	Recreational Skills II				1
PEDH 1005	Lifetime Skills I				1
PEDH 1006	Lifetime Skills II				1

PEDH 1007	Aquatics				1
PEDH 1008	Progressive Resistance Exercise				1
PEHD 1010	Introduction to Yoga				1
AREA F: SCIENCE EDUCATION (17 HRS)					
PHYS 1111K	Introductory Physics I				4
PHYS 1112K	Introductory Physics II				4
EDUC 2110#	Investigating Critical/Contemp Issues in Ed				3
EDUC 2120##	Explore Soci Cultural Perspect on Diversity				3
EDUC 2130###	Exploring Teaching and Learning				3
AREA G: METHODS/CURRICULUM/CONTENT (45 HRS)					
EDUC 4405	Methods and Materials for Teaching Science				3
EDUC 4451	Instruction & Assessment				3
SPED 3231	Contemp Perspect of Exceptional Children				3
BIOL 2107K	Principles of Biology I				4
BIOL 2108K	Principles of Biology II				4
BIOL 2411K	Human Anatomy/Physiology I				4
BIOL 3101K	Environmental Biology				4
CHEM 2351K	Quantitative Analysis I				4
PHYS 3002K	Advanced Earth and Space Science				4
Choose ONE from the following:					
BIOL 2211K	Introduction to Microbiology				4
BIOL 2311K	General Botany I				4
BIOL 3501K	Principles of Genetics				4
BIOL 2412K	Human Anatomy/Physiology II				4
Choose TWO from the following:					
CHEM 2301K	Organic Chemistry I				4
CHEM 2302K	Organic Chemistry II				4
CHEM 3250K	Biochemistry				4
CHEM 2352K	Quantitative Analysis II				4
AREA H: CULMINATING CLINICAL EXPERIENCE (18 HRS)					

EDUC 2199	Orientation to Teacher Education				0
EDUC 3401	Practicum I				2
EDUC 3402	Practicum II				2
EDUC 3403	Practicum III				2
EDUC 4412	Student Teaching				12
	Total Hours Required	129 hours			

#must have credit for ENGL 1101

##must have credit for EDUC 2110

###must have credit for EDUC 2110, EDUC 2120

H: 18 hours EDUC 2199: Orientation to Teacher Education 0
Completed.

14. Recommends the adoption of the following with regard to the Chemistry program at the new ASU:

Chemistry

CHEM 1101K Intro to Chemistry (3-3-4):

This course is designed to prepare students with little, if any, chemistry or math backgrounds for the General Chemistry I and General Chemistry II sequence (CHEM 1211K/1212K). Topics to be studied include matter, measurement, units and unit conversions, graphing, atomic structure, nomenclature, bonding, the periodic table, chemical equations, chemical reactions, stoichiometry. Exercises designed to improve science study skills will be included. The emphasis of the lecture will be on problem solving strategies, skill building and real life applications. The Laboratory exercises will supplement lectures. 4 credits.

Offered: Not offered on a regular basis.

CHEM 1151K Survey of Chemistry I (3-3-4):

This course is the first in a two-semester sequence covering elementary principles of general and organic chemistry and biochemistry designed for allied health profession majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry. Laboratory exercises will supplement the lecture material. 4 credits. Prerequisite(s): Permission of instructor.

Offered: Fall

CHEM 1152K Survey of Chemistry II (3-3-4):

This course is the second in a two-semester sequence covering elementary principles of general and organic chemistry and biochemistry designed for allied health profession majors. Topics to be covered include gases, solutions, acids/bases, basic functional groups and reactions of organic molecules. Additionally, carbohydrates, lipids, proteins, and enzymes are introduced. Laboratory exercises will supplement lecture material. 4 credits. Prerequisite(s): CHEM 1151K
Offered: Spring

CHEM 1211K Principles of Chemistry I (3-3-4):

This course is the first part of a two-semester general chemistry curriculum. It is primarily designed for students with career interests in chemistry, biology, medicine, pharmacy and other STEM (Science, Technology, Engineering, and Mathematics) fields. This course covers basic chemistry: the fundamental concepts concerning the atomic and molecular structures and properties of matter, states of matter, stoichiometry, chemical equations and various types of equilibrium in solution including electrochemistry. Laboratory exercises supplement lectures. 4 credits. Prerequisite(s): Permission of instructor.
Offered: Fall, Spring, Summer

CHEM 1212K Principles of Chemistry II (3-3-4):

This course is the second part of a two-semester general chemistry sequence. It is primarily designed for students with career interests in chemistry, biology, medicine, pharmacy and other science fields. It will mainly deal with states of matter, solutions, chemical reactions, chemical kinetics, equilibrium, acids/bases and pH with corresponding laboratory activities. The laboratory activity is extremely important to enhance understanding of the materials learned from lecture. 4 credits. Prerequisite(s): CHEM 1211K
Offered: Fall, Spring, Summer

CHEM 2250/BIOL 2250 Responsible Conduct of Research (2-0-2):

This course is designed to provide appropriate training and oversight in the responsible and ethical conduct of research to students engaging in undergraduate research. Ethical and policy issues relevant to the responsible conduct of research will be discussed. Analysis and application of topics including conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, and policies involving use of human and animal subjects. 2 credits.

Prerequisite(s): CHEM 1212K

Offered: Not offered on a regular basis

CHEM 2301K Organic Chemistry I (3-3-4):

This is the first course of a two-semester sequence in modern organic chemistry. In this course, the student will be introduced to concepts of reactivity from structural, mechanistic, and synthetic perspectives. We will explore details of aliphatic substitution, addition, elimination, and free-radical reaction types. The systematic naming of compounds, stereochemistry, conformation, and isomerism will also be covered extensively. Laboratory exercises supplement lectures. 4 credits.

Prerequisite(s): CHEM 1212K
Offered: Fall, Spring, Summer

CHEM 2302K Organic Chemistry II (3-3-4):

This course is a continuation sequence of CHEM 2301K and includes a systematic description of the chemistry of functional groups such as alkenes, alkynes, alcohols, aromatic and carbonyl compounds. Spectroscopic methods of analysis, including infrared, ultraviolet/visible, mass spectroscopy and nuclear magnetic resonance spectroscopy are also included. Laboratory exercises supplement lectures. 4 credits. Prerequisite(s): CHEM 2301K
Offered: Fall, Spring, Summer

CHEM 2310 Scientific Mathematics (2-0-2):

This course is designed to acquaint students with mathematical concepts used in scientific studies including those required for the laboratory and publications. Prerequisite(s): Permission of instructor. 2 credits.
Offered: Fall

BIOL 2320/CHEM 2320 Laboratory Research Techniques (0-3-3):

This course provides students with hands-on training on cutting-edge techniques, technologies, and equipment that are essential for conducting general and biomedical research. It contains four modules: Basic Lab Skills, DNA, Protein Techniques and Instrumental Methods in Chemistry. Students learn experimental techniques including reagent preparation, pipetting, DNA isolation, protein purification, Agarose Gel Electrophoresis, SDS Gel Electrophoresis, conventional PCR, cell culture, Western blot, ELISA, chromatography (GC-MS) and spectroscopy (FT-IR, NMR, UV-Vis). 3 credits. Prerequisite(s): Permission of instructor.
Offered: Spring, Fall

CHEM 2351K Quantitative Analysis I (3-3-4):

This course involves the study of theory and practice of gravimetric and titrimetric analyses with emphasis on solution equilibria as applied to acid-base, precipitation, and complexometric methods. The laboratory work will cover basic laboratory techniques, solution preparation, titrations, equilibrium constants, statistics, gravimetric analysis, and EDTA experiments. 4 credits. Prerequisite(s): CHEM 1212K
Offered: Fall

CHEM 2352K Quantitative Analysis II (3-3-4):

This course is a continuation of the study of analytical methods including oxidation-reduction, titration and an introduction to instrumental methods-potentiometric, spectrophotometric, and chromatographic. The laboratory work will cover spectroscopic methods, electrochemical methods, and chromatographic methods. Modern analytical instruments such as UV-Vis and Infrared (IR) spectrophotometers, Gas Chromatograph (GC), High Performance Liquid Chromatograph (HPLC), Atomic Absorption Spectrophotometer (AAS), and electrochemical

instruments will be introduced and data from each of the methods will be analyzed. 4 credits.

Prerequisite(s): CHEM 2351K

Offered: Spring

CHEM 2415 Scientific Writing (3-0-3):

This course is designed to acquaint learners with the discovery inquiry processes and to provide competencies for writing scientific papers. Prerequisite(s): Permission of instructor. 3 credits.

Offered: Not offered on a regular basis

CHEM 3221K Physical Chemistry I (3-3-4):

This course is a study of the fundamental laws governing matter in the gaseous state, the laws of thermodynamics (0th-3rd laws), and chemical kinetics. It will also include the applications of principles, such as solid and liquid states, solutions, phase equilibria, and electrochemistry. In this class, students will learn what constitutes the driving force for physical and chemical changes, and how it changes with temperature and pressure. The laboratory work is designed to provide students with first-hand, practical experience in making and interpreting scientific observations. 4 credits. Prerequisite(s): PHYS 2222K

Offered: Spring

CHEM 3222K Physical Chemistry II (3-3-4):

This course introduces the study of the theory and application of quantum theory and bonding; magnetic and spectral properties of atoms and molecules; and statistical mechanics. 4 credits.

Prerequisite(s): PHYS 2222K

Offered: Fall

CHEM 3231K Intermediate Inorganic Chemistry I (3-3-4):

The course will focus on acquiring different conceptual tools that are necessary to understand structure-function correlations in inorganic systems. The tools include chemical forces, symmetry and point groups, qualitative molecular orbital theory and coordination chemistry.

This course will cover 12 chapters in the textbook, ranging from the first principles, transition elements to bioinorganic chemistry. The laboratory work will supplement lecture material. 4 credits. Prerequisite(s): CHEM 3222K

Offered: Spring

CHEM 3232 Intermediate Inorganic Chemistry II (3-0-3):

This course involves the study of the transition elements including their bonding of coordination compounds, stereo-chemistry and reactions, and an introduction to organometallic chemistry and catalysis. 3 credits. Prerequisite(s): CHEM 3231K

Offered: Not offered on a regular basis

CHEM 3250K Biochemistry I (3-3-4):

In this course, the student examines the structure and function of carbohydrates, amino acids and proteins, lipids, and nucleic acids. The laboratory work is designed to supplement lectures. 4 credits. Prerequisite(s): CHEM 2302K
Offered: Spring, Fall, Summer

CHEM 3252 Biochemistry II (3-0-3):

Designed to present details of biochemical processes normally covered in the second semester of a two semester biochemistry sequence. This includes an in-depth study of the metabolism of amino acids, lipids, carbohydrates and nucleic acids; advanced enzyme kinetics; reaction mechanisms and regulatory pathways. Recombinant DNA technology will also be addressed. Prerequisite(s): CHEM 3250K
Offered: Not offered on a regular basis

CHEM 3300 Nanoscience and Nanotechnology (3-0-3):

This course is designed for a multidisciplinary audience with a variety of backgrounds such as chemistry, biology, physics, and forensic science. It will provide an introduction into the principles and applications of the promising field of nanotechnology and nanoscience. Furthermore, it will introduce the tools and principles relevant at the nanoscale dimension, and discuss current and future nanotechnology applications in engineering, materials, physics, chemistry, biology, electronics and energy. 3 credits. Prerequisite(s): CHEM 2302K and BIOL 2107K and (PHYS 1112K or PHYS 2222K)
Offered: Fall

CHEM 3400 Polymer Science (3-0-3):

Polymer science has diffused into the modern world with polymers finding applications in areas such as construction materials, drug design, computing hardware and optoelectronics, healthcare as well as biomedical applications. This course provides an introduction to the fundamental physical and chemical properties of polymers such as their molecular, thermal, mechanical, and electrical properties. In addition, we explore how these materials are synthesized, evaluated, and their commercial applications. 3 credits. Prerequisite(s): CHEM 2302K
Offered: Fall

CHEM 4100K Instrumental Analysis (3-3-4):

In this course, the student will be introduced to ~~study~~ the principles and applications of modern instrumental methods of analysis with special emphasis on spectrophotometric, chromatographic, electroanalytical and radiochemical techniques. The laboratory work is designed to provide the practical experience on state-of-the-art analytical instruments such as NMR, IR spectrophotometer and Scanning Electron Microscope. 4 credits. Prerequisite(s): CHEM 3222K
Offered: Spring

CHEM 4110 Chemical Literature (1-0-1):

This course is designed to acquaint the student with ethics, governmental regulations of chemicals in the work place, and primary sources of information from journals to databases that are currently available. 1 credit. Prerequisite(s): Senior Status.

Offered: Fall

CHEM 4111 Junior Seminar (1-0-1):

This course is designed to train students in using science literature and presenting scientific information. Students will review scientific writing styles and presentation formats, prepare a poster presentation, and observe and evaluate scientific presentations by invited guest, ASU faculty and senior students. 1 credit. Prerequisite(s): Junior Status

Offered: Spring

CHEM 4120 Senior Research I (1-0-1):

In this course, students will present preliminary plans/ background of their senior research proposals following a review of the current literature. 1 credit. Prerequisite(s): CHEM 4111

Offered: Fall

CHEM 4130K Senior Research II (1-6-3):

In this course, students select a research area in chemistry and the final written report is completed as a senior thesis (Off campus research experience or industrial co-op/ internships may be substituted if taken at the junior/senior level). 3 credits. Prerequisite(s): CHEM 4120

Offered: Spring, Fall

CHEM 4140 Advanced Biochemistry (3-0-3):

This course examines detailed biochemical pathways and elucidates the nature and mechanism of these reactions with special emphasis on the quantification of the chemical components of cells.

3 credits. Prerequisite(s): CHEM 3250K

Offered: Not offered on a regular basis

CHEM 4150K Computational Chemistry (3-3-4):

Computer application of molecular orbital calculation using semi-empirical and *ab initio* programs incorporating molecular modeling aspects are investigated in this course.

Prerequisite(s): CHEM 3222K

Offered: Spring

CHEM 4160 Special Topics in Chemistry (2-0-2):

This course is designed to allow students and faculty to explore some topics in greater detail than in a regular classroom setting, or to allow the introduction of such additional topics as specific areas of biochemistry, chemical physics, polymer chemistry, bio-analytical and environmental chemistry. Students must be enrolled in one of the following Class(s): Junior, Senior –

Prerequisite(s): Permission of Instructor (may be repeated twice). 2 credits.

Offered: Not offered on a regular basis

CHEM 4170K Special Laboratory Problems (0-2-2):

This course is similar to Special Topics in Chemistry (CHEM 4160) but involves laboratory experiences. Prerequisite(s): Senior status and permission of Instructor. 2 credits.

Offered: Not offered on a regular basis

CHEM 4180K Topics in Research Technology (3-3-4):

This course examines relevant methods and techniques that are used in biomedical research.

Prerequisite(s): Permission of instructor. 0 - 4 credits.

Offered: Not offered on a regular basis

CHEM 4200K Environmental Chemistry (3-3-4)

This course will include an overview of the earth and its atmosphere and a study of the chemical processes that occur in this environment. The chemical structures and toxic properties of chemical pollutants and the reactions in the environment will be included, as well as a discussion of the sources for chemical contamination and methods for controlling pollution. Prerequisite(s): CHEM 2302K and MATH 1113

Offered: Not offered on a regular basis

CHEM4210K Nanoscale Analytical Methods (3-3-4)

This course provides an introduction to the novelty, the challenge and the excitement of nanoscale science and technology. This course is designed to explore the principles of nanoscale analytical methods that are essential to nanoscience and nanomaterial chemistry. This course will also provide fundamental theoretical and practical knowledge of nanomaterials. The Students will be introduced to applications and characterizations of nanomaterials. Prerequisite(s): CHEM 2352K

Offered: Not offered on a regular basis

Area F Chemistry (18 Hours)

Class Title	Class Name	Lecture Hours	Lab Hours	Credit Hours
CHEM 1211K	Principles of Chemistry I	3	3	4
CHEM 1212K	Principles of Chemistry II	3	3	4
CHEM 2301K	Organic Chemistry I	3	3	4
CHEM 2302K	Organic Chemistry II	3	3	4
CHEM 2310	Scientific Mathematics	2	0	2

Area G Major Courses (60 Hours)

Class Title	Class Name	Lecture Hours	Lab Hours	Credit Hours
BIOL 2107K	Principles of Biology I	3	3	4
MATH 2212	Calculus II	3	3	4
CHEM 2351K	Quantitative Analysis I	3	3	4
CHEM 2352K	Quantitative Analysis II	3	3	4

CHEM 3221K	Physical Chemistry I	3	3	4
CHEM 3222K	Physical Chemistry II	3	3	4
CHEM 3231K	Intermediate Inorganic Chemistry I	3	3	4
CHEM 3250K	Biochemistry I	3	3	4
CHEM 4100K	Instrumental Analysis	3	3	4
CHEM 4110	Chemical Literature	1	0	1
CHEM 4111	Junior Seminar	1	0	1
CHEM 4120	Senior Research I	1	0	1
CHEM 4130K	Senior Research II	0	3	3
PHYS 2100	Computer Applications	3	0	3
ELECTIVES				15 Hours
At least 3 credits non-science electives (2000 level or Higher)				
At least 8 credits in 3000 level or higher Chemistry electives				
Suggested Electives (Math & Chemistry)				
MATH 2213	Calculus III	4	0	4
MATH 2411	Statistics	3	0	3
CHEM2250/ BIOL 2250	Responsible Conduct of Research	2	0	2
CHEM 2320K	Laboratory Research Techniques	0	3	3
CHEM 3252	Biochemistry II	3	0	3
CHEM 3300	Nanoscience and Nanotechnology	3	0	3
CHEM 3400	Polymer Science	3	0	3
CHEM 4140	Advanced Biochemistry	3	0	3
CHEM 4150K	Computational Chemistry	3	3	4
CHEM 4200K	Environmental Chemistry	3	3	4
CHEM 4210K	Nanoscale Analytical Methods	3	3	4

Completed.

OWG 10 Unmet Regional Needs Approved Recommendations

1. Recommends that upon the launch of the new ASU, the President/Provost commission the Carl Vinson Center for Government or any other suitable consulting firm to conduct a needs assessment for undergraduate and graduate programs and engage with USG Office of Academic Affairs initiatives around High Demand Careers and regional needs.

In process no concerns.

2. Recommends that The Provost (permanent) should engage the campus and communities in academic master planning to identify and guide the new university in terms of new degree academic programs.

In process no concerns.

3. Recommends that The Office of Fiscal Affairs work collaboratively with the Office of Academic Affairs to determine the financial costs for new academic degree programs which accounts for future SACSCOC approvals, substantive changes, and onsite visits, etc. especially in light of possible addition of new doctoral degree programs.

In process no concerns.

OWG 11 Graduate Admissions Approved Recommendations

1. Recommends that the Office of Fiscal Affairs determine the financial costs of implementing new programs recommended through academic strategic planning, including SACSCOC approvals, substantive changes, Specialized Professional Association (SPA) accreditations, and onsite visits.

In process no concerns.

2. Recommends that the Provost (permanent) engage the campus and communities in the region in academic strategic planning to identify new degree programs that promote the quality of life and fill unmet needs and guide the university in terms of the timelines and priorities for implementing these programs.

In process no concerns.

3. Recommends retention of the current categories of admission: regular admission and provisional admission. Definition of both categories have been approved by the members of the OWG.

In process no concerns.

4. Recommends maintaining the ASU model of graduate student admission decision making.

In process no concerns.

5. Recommends that the revised catalog copy for the Graduate Admission section of Graduate Catalog be adopted.

In process no concerns.

6. Recommends requiring a minimum 2.5 undergraduate GPA and a minimum 3.0 graduate GPA for admission to graduate study.

In process no concerns.

7. Recommends that individual graduate programs may set their own GPA, entrance examination and/or qualifying examination scores for admission. If required, the minimum standardized test scores are 402 on the Miller Analogies Test (MAT) or 146 Verbal and 140 Quantitative on the Graduate Record Examination (GRE).

In process no concerns.

8. Recommends that Graduate Admissions set admission deadlines to the 15th of the appropriate month, with the following guidelines: no later than July 15 for Fall, no later than November 15 for Spring and no later than April 15 for Summer

In process no concerns.

9. Recommends that individual graduate programs set their admission deadlines to be consistent with those deadlines established for Graduate Admissions.

In process no concerns.

10. Recommends that Graduate Admissions communicate official acceptance or denial to applicants by either mail or email, with copies to Departments and colleges. Departments and colleges may send students unofficial notices and additional information.

In process no concerns.

11. Recommends that individuals wishing to enroll for personal enrichment or job-related requirements but who are not seeking a degree, and students who are not eligible for regular admission or provisional admission may be admitted for non-degree Programs.

In process no concerns.

OWG 12 Inventory of Programs, Authorized Degrees, Delivery Modes, Assessment etc. Approved Recommendations

1. Recommends that all program accreditation agencies that were listed for DSC and ASU in the Institutional Summary Form of the Consolidation Prospectus be notified in writing of the proposed institutional consolidation of DSC and ASU by the appropriate program administrators/deans and that required actions be taken to maintain existing program accreditations in the new ASU. Institutional coordination of these formal notifications and institutional oversight of program accreditation follow-ups should be provided by the administrative unit responsible for institutional effectiveness and accreditations in the new ASU.

In process no concerns.

2. Recommends that all faculty construct course syllabi in D2L course shells using the attached ASU Course Syllabus Template to ensure that basic and necessary information and instructions common to all courses are provided to students in an efficient and effective manner:

ASU Course Syllabus Template

(Bolded items should appear verbatim in the syllabus)

(All syllabi should be posted and disseminated in D2L course shells)

COURSE INFORMATION:

Semester, Year:

Course Number and Section:

Course Title:

Course Credit Hours:

Course Prerequisites or Co-requisites:

Catalog Course Description:

Course Objectives/Learning Outcomes:

Course Alignment with Discipline Standards:

REQUIRED TEXT(s):

OTHER SUGGESTED READINGS:

CLASS MEETINGS: (Days and Times or Online Expectations)

CLASS MEETING LOCATION: (If online, add online access link)

INSTRUCTOR'S INFORMATION:

Name and Title:

E-mail address:

Office Telephone Number:

Alternate Telephone Number:

Office Location:

Office Hours and Other Availability:

E-MAIL AND WEBSITE COMMUNICATIONS

Students are responsible for regularly using their D2L course management system e-mail for communications to and from the instructor and fellow students about specific course activities and requirements. Students are also responsible for regularly checking their ASU RAMmail account for important university-wide communications and other e-mail communications about their courses. Students have access to university policies, catalogs, calendars, schedules, handbooks, and online transactions through the ASU Website. University closures and other important announcements will be posted on the ASU home page.

REQUIRED EXAMS, ASSIGNMENTS, AND PARTICIPATION WITH WEIGHTINGS OF EACH TOWARD FINAL GRADE DETERMINATION

List the required course activities which will contribute to the student's final grade and indicate the weighting (percentage or point value) of each in final grade determination. Explain clearly how the points for final letter grade determinations (A through F) will be calculated. Do so in a manner that enables students to easily calculate their progress throughout the course. By mid-term, students should have completed a sufficient number of graded course requirements to make a reasonable assessment of their progress toward successful course completion.

WEEKLY CALENDAR OF COURSE TOPICS, READINGS, PROJECT ASSIGNMENTS, AND EXAMINATIONS

Provide a daily/weekly calendar of course topics to be covered, assigned readings from the text or other sources, in-class and out-of-class activities, homework assignments, quizzes, tests, project presentations/submissions, etc. Include key dates from the ASU academic calendar for the term of instruction.

INSTRUCTOR'S MANAGEMENT OF CLASS ATTENDANCE (OR ONLINE EQUIVALENT) AND EXCUSED ABSENCES

Cite the website link to institutional policy on attendance, and explain clearly how class attendance or online equivalents and excused absences will be managed by the instructor in this course. Be clear about acceptable grounds for excused absences, the conditions under which make-ups will be permitted, and attendance implications for final grade determination.

ACADEMIC DISHONESTY, CHEATING, AND PLAGIARISM

The intentional misrepresentation of one's work to deceive for personal gain, cheating, and plagiarism are academic grounds for receiving a failing grade in the course and probation or expulsion from Albany State University. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit. For more detailed information on ASU policies and procedures in this regard, see [website link].

Using someone else's words or ideas as your own, without citing appropriate references that credit the source of those words or ideas, is plagiarism. Faculty may require electronic submission of essays, papers, or other written projects through the plagiarism detection service, Turnitin (<http://www.turnitin.com>). Turnitin is an online plagiarism detection service that compares submitted papers for textual similarity, reports the percentage of similarity, and provides links to those specific sources. Instructors may then use this information to make a final judgment on whether submitted work has been plagiarized.

ADDITIONAL INSTRUCTOR-SPECIFIC COURSE POLICIES

Cite any additional instructor-specific policies that may apply in this course.

OTHER POTENTIALLY RELEVANT INSTITUTIONAL POLICIES

If needed, students should consult the ASU website for other potentially relevant institutional policies that include concerns such as disability accommodations, military deployments, student misconduct, grade appeals, unlawful discrimination, sexual harassment, health and safety issues, among others.

In process no concerns.

3. Recommends that the new Albany State University implement, beginning in Fall Semester 2017, a single, campus-wide, online system for administering, summarizing, and disseminating course and instructor evaluations submitted by students at the end of each course.

In process no concerns.

4. Recommends that the new Albany State University create and maintain an Institutional Assessment Committee comprised of faculty, staff, and administrators. This IE Committee will work collaboratively with the Office of Institutional Effectiveness, Assessment & Accreditation (OIEAA) and its director who will also serve as the SACSCOC Accreditation Liaison. The IE Committee, in conjunction with the OIEAA, will determine unit-level (including general education) assessment cycles and evidence production. Faculty must be an integral part of the academic IE and assessment process both at the creation, implementation, and evaluation stages.

Completed.

5. Recommends the adoption of Albany State University's attached calendar for the completion of institutional reports and administration of institutional surveys and, equally important, the development of plans for the analysis of report and survey results that can be used to achieve institutional improvement:

Due Dates	Surveys
Fall (Sept. – Oct.) Winter (Dec. - Feb.) Spring (Dec. – April)	<u>Integrated Postsecondary Education Data System (IPEDS)</u> 1. Institutional Characteristics Header (Fall) 2. Completions (Fall) 3. 12-Month Enrollment (Fall) 4. Admissions (Winter) 5. Outcomes Measures (Winter) 6. Student Financial Aid (Winter) 7. Graduation Rates (Winter) 8. 200% Graduation Rates (Winter) 9. Fall Enrollment (Spring) 10. Finance (Spring) 11. Human Resources (Spring) 12. Academic Libraries (Spring)
March	Evaluation of Academic Administrators
April	US News and World Report Survey 1. Best Main 2. Finance 3. Financial Aid Spring Semester Course Evaluation
May	Graduates Survey
August	Faculty & Staff Conference Survey
September	Common Data Set Survey
December	Annual Survey of Colleges (known as College Board)
November	Fall Semester Course Evaluation
Frequent Internal Ad-Hoc Surveys Upon Request	Acceptance Day (Student Affairs Division) New Student Orientation (Academic Advising & Retention Office) Academic Success Week (Student Affairs Division) Center for African American Males Programs (4) Pre & Post Student Technology Survey (Housing & Residence Life) Library Services (James Pendergrast Library) Lecture Series (Velma H. Fudge Honors Program Office) Preparing Critical Faculty for the Future (PCFF) Project Surveys (Research & Sponsored Programs Office)

Every Three Years	National Survey of Student Engagement (NSSE) - Next administration in 2017
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In process no concerns.

OWG 13 Library Approved Recommendations

1. Recommends that all library operations and staffing be consolidated into one centralized library staff with support to both libraries with ASU library being the central location.

Completed.

2. Recommends that ASU and DSC Negotiate consortial prices for a single purchase for ASU and DSC Libraries of the GALILEO DATABASE Models to be used by students, faculty and staff with centralized billing at the new ASU Pendergrast Library.

Completed.

3. Recommends that the Library’s automated integrated library system Voyager OPAC Catalogs be consolidated into one catalog with assistance from BOR and ALMA Project Team.

Completed.

4. Recommends that ASU/DSC library loan policies and rules be consistent with one set of policies and procedures centralized on the new ASU campus.

5. Recommends that all print materials be evaluated prior to merging items into ALMA (New Library Automated Integrated Library System) from the Voyager ExLibris Voyager.

Completed.

6. Recommends that a comparative analysis be conducted of the main collections and serials collections of print and e-Resources to determine and limit the purchase of duplicate resources.

Completed.

7. Recommends that Darton State College align with the ASU library’s collection development processes, procedures, and policies in order to align with the new ASU campus. All library collection development, acquisition processes and procedures will remain on the ASU campus.

Completed.

8. Recommends that all ASU and DSC Library business practices including communication, Library Analytics, and library marketing be updated as necessary to centralize these items into one set of operations.

Completed.

9. Recommends that the library staff review, revise and consolidate the Library Websites of ASU and DSC to reflect changes in the new Albany State University library.

Completed.

10. Recommends that licensing of e-Resources and GALILEO be consolidated to create a centralized method for addressing e-resources access and issues on both campuses.

Completed.

11. Recommends that consistent access, based on shared authentication, for off-campus and on campus be supported by IT for the new ASU Library.

Completed.

12. Recommends that Albany State East and Albany State West Libraries jointly review and revise library goals to develop joint goals that will be consistent with the mission and strategic plan of the new ASU that will respond to the needs of its diverse population of students, faculty staff and community.

Completed.

13. Recommends that support to sustain the Ram Scholar Repository remain as a part of the budget of the East and West libraries.

Completed.

14. Recommends that duly certified librarians be included as Faculty in the Corps of Instruction as stated in the BOR Policy 3.2.1.1.

Completed.

OWG 14 Online Education Approved Recommendations

1. Recommends centralized management for the new Institution's distance learning program with a Distance Learning Advisory Committee consisting of shared governance representatives.

Completed.

2. Recommends that the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure. In addition to the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation.

Will not be implemented.

3. Recommends that the new institution adopt current DSC policies and procedures for proctored testing and utilize all testing centers and methods available for valid proctored experiences. The option for proctored testing should remain with the teaching faculty member (and not be mandatory for all online course sections) until low-cost or no-cost proctoring methods have been identified and implemented.

Completed.

4. Recommends that the new Institution explore no-cost proctored experiences that may replace live proctored testing without risk to content rigor. The option for proctored testing should remain with the teaching faculty member (and not be mandatory for all online course sections) until low-cost or no-cost proctoring methods have been identified and implemented.

Completed.

5. Recommends that the new University provide training and refresher training periodically for employees who enter online course schedules in Banner to ensure Instructional Methods and text entries follow BOR and SACSCOC reporting requirements.

Completed.

6. Recommends that the new University develop a method in Banner to identify online only students by semester and overall enrollment status that does not conflict with the Board of Regents Data Dictionary.

Completed.

7. Recommends that the new University adopt a process for new online course/program development and for major online course revisions to be reviewed by the online learning department to ensure adherence to BOR, SACSCOC, and ADA compliance, etc., and for assistance from instructional designers with online learning best practices and multimedia development.

Completed.

8. Recommends that the new University continues as an affiliate partner with eCore and eMajor (Organizational Leadership) and that the eCampus liaison reside in the online learning department to ensure appropriate data entry and reporting procedures are followed.

Completed.

9. Recommends that students only be advised into eCore classes when the University's online core classes are filled to capacity.

Will not be implemented.

10. Recommends that the new University advocate that technology solutions for the online environment include mobile learning options.

Completed.

11. Recommends that the new University apply to become a participating institutional member of NC-SARA (National Council-State Authorization Reciprocity Agreement) and that the current DSC website structure for reporting State Authorization requirements be maintained.

Completed.

12. Recommends that the new University require distance-learning orientation for all students who are new to online learning at the New Albany State University that is separate and distinct from New Student Orientation which orients students to the University.

Completed.

13. Recommends that the new University adopt an online course quality review process that combines aspects of Quality Matters and the Online Learning Consortium Scorecard. The quality review process should include a rotation for existing online course review and a process for the review of new/developing online courses.

Completed.

14. Recommends that the new University provide a data dashboard for the online learning department to include reports regarding online student and faculty demographics, online courses, advisors, etc.

Completed.

15. Recommends that new University meet SACSCOC and best practice requirements for at-a-distance learner support by utilizing DSC's "online support specialist" model and by including the online learning director and other online learning personal on the appropriate committees and task forces.

Completed.

16. Recommends that student transcripts do not include designations to identify a course or program as online.

Completed.

17. Recommends that the new University utilize a standard course template (structure) for the learning management system that provides a consistent foundational structure and baseline administrative material for all courses.

Will not be implemented.

18. Recommend the new University maintain a consolidated location on its website to highlight online programs and courses from all colleges, distance education policies, and distance learner support services.

Completed.

19. Recommends that the new University use a Memorandum of Understanding (MOU) at the beginning of an online course development process. The MOU should, at a minimum:

- a. Describe the steps in the course development process
- b. Communicate standards and requirements associated with online courses
- c. Identify the person(s) responsible for course content
- d. Provide information about online instruction policies (e.g. intellectual property)
- e. Explain, if applicable, how and under what conditions incentives will be conveyed
- f. Set firm deadlines for course content creation, quality checks, and course review.

Completed.

20. Recommends that the new University's faculty members, in consultation with department chairs, program directors, and the distance learning division, act as the initiators for online course development, following set processes for online course content development.

Completed.

21. Recommends that the new University continue to fully support the USG eCampus efforts with faculty member support for teaching and developing courses.

Completed.

22. Recommends that new University's General Education committee review eCore courses to determine best fit in areas A – E as it relates to determined learning outcomes.

Completed.

23. Recommends that the new University make available to all faculty members teaching online the resources for course design, instructional design, and media production.

Completed.

24. Recommends that the new University continues to offer the core curriculum in fully online, hybrid and face to face formats.

Completed.

25. Recommends that the new University explore online faculty member certification options (building off the current ASU and DSC models) and require online faculty members to become certified by completing relevant professional development.

Will not be implemented.

26. Recommends that the new University continue DSC's Online Lead Designer program for the creation of "master content shells" for identified courses, to be shared, as warranted, with online full and part-time faculty members.

Completed.

27. Recommends that the new University continue DSC's Online Lead Faculty mentor program to partner seasoned online faculty members with new full and part-time online faculty members during the first online teaching semester.

Completed.

28. Recommends that the new University develop and maintain professional development opportunities specific to online learning modalities to include distance education learning theories, as well as basic introductions to current and emerging technologies.

Completed.

29. Recommends that the new University develop a method in Banner, at the admission's process, to identify if an out-of-state distance learner is from an authorized location. Applications received from non-authorized locations should follow a process to ensure the potential student is informed and that the denied admission code shows for non-academic reasons.

Will not be implemented.

30. Recommends (in partnership with OWG 64A) that the new University consolidate into a single Brightspace environment using the A+B=B model, where the B instance is the current DSC instance.

Completed.

31. Recommends that the new University build on ASU's and DSC's current practices of providing a "one-stop-shop" for faculty members teaching online to include online faculty support services, media/video production, and professional development opportunities.

Completed.

32. Recommends that all programs that will continue to be offered in the new University, and that are currently offered online at ASU and DSC, continue to be offered in the online format after consolidation.

Completed.

33. Recommends that the new University implement a "distance learner" pre-registration cycle allowing students taking only online courses to register prior to opening online offerings to all students.

Will not be implemented.

34. Recommends that the Distance Learning department review current LMS application contracts, and in conversation with appropriate IT and budgetary personnel, make a determination of applications that should be continued or implemented to maintain and improve current levels of support for distance learning faculty, staff, and students.

Completed.

35. After further review, OWG 14 amends its previous recommendations regarding eCampus advising and strategic planning to the following:

Previous Recommendation: Recommend students only be advised into eCore classes when the University's online core classes are filled to capacity.

Previous Recommendation: Recommends the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure. In addition to the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation.

New Combined Recommendation: Recommends the new institution develop a strategic plan for the growth of distance education (DE), which includes the consideration of available faculty, student resources, and other supporting infrastructure, including eCore and eMajor options. In addition to, the new institution developing a specific DE strategic plan, distance education should also be reflected in the University's strategic planning process and documentation.

Will not be implemented.

OWG 15 Retention, Progression, and Graduation
Approved Recommendations

1. Recommends that the New University create a common Complete College Georgia plan that integrates the institution's most effective retention, progression, and graduation practices.

In process no concerns.

2. Recommends that the New University implement strategies that will minimize the cost associated with textbooks that are approved by faculty.

In process no concerns.

3. Recommends that the New University should encourage the utilization of electronic resource material, consider uniform textbooks for course with large number of sections, and coordinate textbook selection for common course sections.

In process no concerns.

4. Recommends that the New University offer diverse new student orientation programs designed to facilitate the transition of traditional, nontraditional, transfer, graduate, international, and online students to the institution through advising and registration, and by providing information about academic co-curricular programs, resources, services and policies.

Completed.

5. Recommends that the New University create a task force to produce a professional development plan for faculty on retention, progression, and graduation. At least 3/4 of the membership of this task force should be drawn from the faculty, and one of its members should also serve on the group that develops the New University's Complete College Georgia plan, acting as a liaison between the two groups. This task force will study, discuss, and formulate recommendations on areas including, but not limited to, intrusive advising based on our Early Alert system and predictive analytics, innovative pedagogies such as active learning and the flipped classroom, peer tutoring, and supplemental instruction.

Completed.

OWG 16 Advising, Tutoring, & Mentoring
Approved Recommendations

1. Recommends adopting a "shared" model of advising that includes: professional staff advisors in the advising centers on both campuses; online support specialists for both new and continuing students who are fully online; and designated undergraduate and graduate faculty advisors in their respective programs of study on all campuses.

Completed.

2. Recommends that each undergraduate and graduate program of study create and maintain an updated and accurate list of required course offerings for students and academic advisors for the upcoming academic year.

Completed.

3. Recommends that tutoring services be made available to students through online academic tutoring services, on-campus peer tutoring, and professional staff services through the academic support centers and/or labs.

Completed.

4. Recommends online and on-campus professional development training for all professional and faculty academic advisors.

Completed.

5. Recommends that the University's students be afforded opportunities for student to student, professional staff to student, faculty to student, administrator to student, alumni to student, and/or community/business leaders to student mentoring relationships.

Will not be implemented.

OWG 18 First and Second Year Programs
Approved Recommendation

1. Recommends that a first-year experience course/seminar should be required for all students. The only exception will be for those students who have 15 earned hours of college credit at the time of initial enrollment. Credit may be earned through AP, CLEP, IB, MOWR, transfer, or early college.

Completed.

2. Recommends expanding First Year Programs into "First and Second-Year Programs".

Will not be implemented.

3. Recommends creating a central location for a Department of First and Second Year Programs on one campus with support available on both.

Completed.

4. Recommends developing a standardized, one-credit-hour First-Year-Experience (FYE) Course to be called ASU 1201: First-Year Experience and an institution-created textbook to support academic skills and student success strategies.

Completed.

5. Recommends developing a one-credit-hour Second-Year-Experience (SYE) Course that will promote career preparation that is unique to students' chosen career paths.

Will not be implemented.

6. Recommends providing professional development for FYE and SYE Course Instructors.

Completed.

7. Recommends adopting the “College Student Inventory,” a freshman assessment survey, across both campuses.

Completed.

8. Recommends maintaining and expanding a peer-mentoring program, with successful second-year students assigned to mentor FYE classes.

In process with concerns.

9. Recommends expanding DSC’s academic program in English as a Second Language to provide support across campuses.

Completed.

10. Recommends maintaining and expanding traditions such as candlelight dinner, passport initiative, and “conversations with professors”.

In process with concerns.

11. Recommends expanding use of Learning Communities across campus and investigate adoption of “meta-majors” such as those used on the Georgia State Campus.

Will not be implemented.

12. Recommends maintaining and standardizing New Student Orientation/Acceptance Day activities across campuses.

Completed.

13. Recommends maintaining foundations-level courses for Learning Support Students.

In process with concerns.

14. Recommends staffing and retaining retention specialists and advisors to do intrusive advising, intervention strategies, and faculty liaison work.

Completed.

OWG 19 General Education and Core Curriculum
Approved Recommendations

1. Recommends that the Student Learning Outcome (SLO) for Area A1-Written Communications for the new ASU read as follows:

Students will communicate effectively by crafting documents that demonstrate content development, clarity of organization, appropriate style, usage, and documentation.

Completed.

2. Recommends that the Student Learning Outcome (SLO) for Area A2 Mathematics for the new ASU read as follows:

Students will explain mathematical information symbolically, graphically, numerically, or verbally by solving a variety of problems.

Completed.

3. Recommends that Student Learning Outcome (SLO) for Area B-Diversity and Communications for the new ASU read as follows:

Diversity: Students will demonstrate understanding of diverse peoples, cultures, and perspectives within a global society.

Communication: Students will demonstrate understanding of verbal and non-verbal communication preparation and presentation proficiency in a variety of contexts.

Completed.

4. Recommends that the Student Learning Outcome (SLO) for Area C-Humanities and Fine Arts for the new ASU read as follows:

Students will critically analyze forms of expression that reflect individual, artistic, or social values from a cultural or an informed personal perspective.

Completed.

5. Recommends that that the Student Learning Outcome (SLO) for Area E-Social Sciences for the new ASU read as follows:

Students will analyze historical, economic, political, social, spatial, or psychological processes and how they impact the diversity of the human experience.

Completed.

6. Recommends that the Student Learning Outcome (SLO) for Area D-Natural Science, Mathematics/Technology for the new ASU read as follows:

Science: Students will demonstrate an understanding of the physical or biological perspectives of the universe using the scientific method, mathematical concepts, or logical reasoning.

Math/Technology: Students will apply technological or mathematical concepts using verbal, numerical, graphical or symbolic forms.

Completed.

7. Recommends that the following courses be used for Area A1-Written Communications:

ENGL 1101 or HONR 1111-English Composition I or Honors Humanities I

ENGL 1102 or HONR 1112 English Composition II or Honors Humanities II

Completed.

8. Recommends that the following courses be used for Area A2-Quantitative:

MATH 1001-Quantitative Reasoning

MATH 1111-College Algebra

MATH 1113-Pre-Calculus

MATH 1151-Calculus I with Geometry

Completed.

9. Recommends that the following courses be used for Area B-Diversity and Communications**:

Communications-Choose 1 course (2-3 hours)

COMM 1000-Cultural Diversity in Communications (2 hrs)
COMM 1100-Human Communications (3 hrs)
COMM 1110-Public Speaking (3 hrs)

Diversity-Choose 1 course (1-2 hours)

HIST 1002-Intro to African Diaspora (2 hrs)
LEAD 1101-Leadership Development (2hrs) *
POLS 1105-Current World Problems (2 hrs)
MYTH 1000-Introduction to Mythology (1 hr)

**Assumes LEAD 1101 will be revised to have a stronger diversity in leadership component.*

Completed.

10. Recommends that the following courses be used for Area C-Humanities, Fine Arts, and Ethics:

Select 1 course from the following list:

ENGL 2111 or HONR 2111-World Literature
ENGL 2112 or HONR 2112-World Literature II
ENGL 2121-British Literature I
ENGL 2122-British Literature II
ENGL 2131-American Literature I
ENGL 2132-American Literature II
ENGL 2141-African American Literature I
ENGL 2142-African American Literature II

Select 1 course from the following list:

ARAP 1100-Art Appreciation
COMM 1100-Human Communications
FREN 1002-Elementary French II
FREN 2001-Intermediate French I
FREN 2002-Intermediate French II
LATN 1002-Elementary Latin II
LATN 2001- Intermediate Latin I
LATN 2002- Intermediate Latin II
MUSC 1100-Music Appreciation
JAPN 1002- Elementary Japanese II
JAPN 2001- Intermediate Japanese I
JAPN 2002- Intermediate Japanese II
PHIL 2010-Introduction to Philosophy
SPAN 1002- Elementary Spanish II

SPAN 2001- Intermediate Spanish I
SPAN 2002- Intermediate Spanish II
THEA 1100 –Theatre Appreciation:

Completed.

11. Recommends that the following courses be used for Area D-Natural Science, Mathematics, and Technology (Area D (10-12 credit hours) *:

Non STEM Majors – 3 classes in total- 10-12 credit hours

Science - choose one class (4 credit hours)

BIOL 1110K - Intro to Environmental Biology (Non-STEM Majors only)
BIOL 1111K - Intro to Biological Science I (Non-STEM Majors only)
BIOL 1112K - Intro to Biological Science II** (Non-STEM Majors only)
CHEM 1151K - Survey of Chemistry I (Non-STEM Majors only)
CHEM 1152K - Survey of Chemistry II** (Non-STEM Majors only)
PHSC 1011K - Physical Science I (Non-STEM Majors only)
PHSC 1012K - Physical Science II (Non-STEM Majors only, does NOT require PHYS 1101K)
BIOL 2107K - Principles of Biology I
BIOL 2108K - Principles of Biology II**
CHEM 1211K - General of Chemistry I
CHEM 1212K - General of Chemistry II**
CHEM 2301K - Organic Chemistry I
CHEM 2302K - Organic Chemistry II**
PHYS 1111K - Introductory Physics I
PHYS 1112K - Introductory Physics II**
PHYS 2211K - Principles of Physics I
PHYS 2212K - Principles of Physics II**

****Requires completion of first course in sequence.**

Mathematics & Technology - Choose one class (3-4 credit hours)

CSCI 1300 – Survey of Computing
CSCI 1150 – Computer Programming in Visual Basic
MATH 1113 - Pre-Calculus
MATH 2411 - Introduction to Statistics
MATH 1211 - Calculus I
MATH 2212 - Calculus II
MATH 2213 - Calculus III

Choose one elective from the above two lists (3-4 credit hours)

Cannot use the following combinations for completion of Area D:

BIOL 1110K and BIOL 1111K
BIOL 2107K and BIOL 1110K or BIOL 1111K;
CHEM 1151K and CHEM 1211K;

PHSC 1011K and PHYS 1111K or PHYS 2211K;
PHSC 1012K and CHEM 1151K or CHEM 1211K;

STEM Majors – 3 classes in total – 11-12 credit hours

Science - Choose a Two-Course Sequence (8 credit hours):

BIOL 2107K - Principles of Biology I and
BIOL 2108K - Principles of Biology II

CHEM 1211K - Principles of Chemistry I and
CHEM 1212K - Principles of Chemistry II

CHEM 2301K - Organic Chemistry I and
CHEM 2302K - Organic Chemistry II
PHYS 1111K - Introductory Physics I and
PHYS 1112K - Introductory Physics II

PHYS 2211K - Principles of Physics I and
PHYS 2212K - Principles of Physics II

Mathematics & Technology - Choose 1 class (3-4 credit hours)

CSCI 1300 – Survey of Computing
CSCI 1150 – Computer Programming in Visual Basic

MATH 1113 - Pre-Calculus
MATH 2411 - Introduction to Statistics
MATH 1211 - Calculus I
MATH 2212 - Calculus II
MATH 2213 - Calculus III

****Areas B & D are presented together since, combined, they represent 15 core credit hours.**

** Institutions or programs may grant one semester hour of credit for an Area D course to count in Area F or in the general degree requirements.*

(ref: <http://core.usg.edu/uploads/CorePolicy2009-09-23.pdf> page 11)

Completed.

12. Recommends that the following courses be used for Area E-Social Science:

Required Course:

POLS 1101-Introduction to U.S. and Georgia Governments

Choose at least 1 history course from the following:

HIST 1111-Survey of World History I
HIST 1112-Survey of World History II
HIST 2111-Survey of American History I
HIST 2112-Survey of American History II

Choose any 2 courses from the following:

HIST 2113-Minorities in America
ANTH 1103-Introduction to Cultural Anthropology
ECON 2105-Principles of Macroeconomics
GEOG 1101-Introduction to Human Geography
POLS 2101-Introduction to Political Science
PSYC 1101-General Psychology
SOC 1101-Principles of Sociology

Completed.

13. Recommends a 2-hour Physical Education/General health course requirement that contains an activity component that will promote health and well-being.

Will not be implemented.

OWG 20 Honors Programs Approved Recommendations

1. Recommends that the Honors Program combine scholarship offerings and honors designations to support both two-year track students and four-year track students.

Completed.

2. Recommends that students from each institution that are currently enrolled in the program will be allowed to maintain their membership status.

Completed.

3. Recommends that The Velma Fudge Grant Honors Program will operate as one entity by enrolling both students seeking a two-year degree and students seeking a four-year degree.

Completed.

4. Recommends that all required honors courses will be articulated as a component of each Honors Program student's program of study for the degree and used to determine the student's Honors Distinction at commencement.

Completed.

5. Recommends that Honors Program services and access will be provided appropriately to students on both campuses. Honors personnel will work collaboratively to mentor, advise, and refer students on their program of study and student support resources available. The specific location of Honors Program administrative staff and functions will be determined in the context of the need for and availability of space resources and desired departmental/functional adjacency in the new Albany State University.

Completed.

OWG 21 International Programs Approved Recommendations

1. Recommends that International Programs of both campuses be consolidated into One Administrative and Operational Structure with a fulltime time head and appropriate staffing commensurate with institutions of parallel cadre.

Completed.

2. Recommends that the new university should adopt ASU's Education Abroad model.

Completed.

3. Recommends that the new university consolidates international student and scholar's services of both campuses into one centralized structure on the East Campus.

Completed.

4. Recommends that the new university adopts the existing ASU's Comprehensive Internationalization Strategic Plan with programs and activities.

Completed.

5. Recommends that the new university consolidates all multicultural events within International Programs into one.

Completed.

6. Recommends that the new ASU Education Abroad will mirror ASU's model of faculty-led and consortium programs, since the West Campus does not have any existing programs.

Completed.

7. Recommends that new faculty-led programs, which serve special needs of Darton students, be developed in collaboration with faculty members in that Campus.

Completed.

8. Recommends adopting ASU's existing forms, handbooks, guidelines, and procedures for study abroad implementation, enrollment services, scholarship applications, credit transfer, financial aid, and other related processes.

Completed.

9. Recommends adopting ASU's existing model and contract with Cultural Insurance Services International (CISI) for education abroad health insurance and risk mitigation in alignment with USG guidelines.

Completed.

10. Recommends establishing education abroad resources at the West Campus to make education abroad advising accessible to students and faculty on that campus.

Completed.

11. Recommends continuing existing faculty-led and consortium study abroad programs and assisting all faculty members, especially those at the West campus, who plan to start new programs through professional program trainings and approvals as outlined in ASU Faculty Study Abroad Guideline.

Completed.

12. Recommends continuing ASU's existing MOUs and Contracts regarding Education Abroad.

Completed.

13. Recommends that the offices from both the East and West Campuses that have been operating with distributed roles to support international student admission and retention services/programs should be consolidated into a single administrative and operational structure with the primary point of international student services including centralized SEVIS and access on the East Campus and a secondary essential services' point of access on the West Campus with support staff assistants.

Completed.

14. Recommends that for students' unique needs the implementation be done in close coordination with related administrative and student services units of the new university.

Completed.

15. Recommends that the existing English as a Second Language (ESL) support at the West Campus should be adopted to serve as the main program for the new university.

Completed.

16. Recommends that ESL should be housed as an academic program in a designated department for SEVIS certification, and approval for international students' enrollment and retention in the new university.

Completed.

17. Recommends that international students' admission criteria and processes should follow program requirements as authorized by USG.

Completed.

18. Recommends that immigration advising, compliance and visa processing on both campuses should be consolidated into a unified administrative and operational structure with a single PDSO located at the East Campus (ASU).

Completed.

19. Recommends that the West Campus should have a Designated School Official (DSO) who answers to the PDSO in the East Campus.

Completed.

20. Recommends that all international students' recruitment, admissions should be consolidated and centralized in the East campus.

Completed.

21. Recommends that standard visa processing and record-keeping for international students and scholars should be consolidated and centralized at the East Campus.

Completed.

22. Recommends continuing all existing MOUs of both campuses that serve the mission of the new university in regard to international students and scholars.

Completed.

23. Recommends that the new ASU continue the " Comprehensive Internationalization Strategic Plan" (CISP), which focuses on enhancing five components of international programs: Education Abroad; Internationalization of Curriculum; Campus Programs and Facilities; Professional Development; International Student Enrollment and International Collaboration.

Completed.

24. Recommends that the new university adopt ASU's existing model of campus internationalization and reconstitute the existing Campus Internationalization Committee (CIC) and other existing international programs committees to ensure that representatives from the West Campus are proportionately included on the committees.

Completed.

25. Recommends that faculty members at the West Campus be encouraged through available training to participate in the existing project on "Internationalizing the Curriculum" to ensure that student population on that campus benefit from curriculum instruction with international and intercultural content.

Completed.

26. Recommends that all existing Memorandums of Understanding (MOUs) and collaborations be adopted by the new university.

Completed.

27. Recommends that the all existing international and multicultural programs and events on both campuses be consolidated into one as follows:

- A. The East Campus (ASU) holds an annual International Education Week (IEW), which engages the community, while the West Campus holds an annual International Cultural Event, which also engages the community in one day. These programs should be consolidated into one, to be held at an agreed time established by a new committee of staff, faculty, and student members drawn from both campuses;**

- B. The existing operating structures on both Campuses for organizing and implementing the IEW and the annual International Cultural Event should be consolidated into one in preparation and planning of the newly established program.

Completed.

OWG 22 Faculty Credentials, Rosters, Workloads, Pay
Approved Recommendations

1. Recommends that faculty seniority be based on Academic Rank, Years of service at current rank, and then alphabetically (if rank and years of service are same). Tenure nor Education Level are involved in our ranking system for seniority.

In process no concerns.

2. Recommends that the representative for each Regents Academic Advisory Committee should be selected according to that body's bylaws, usually being the most relevant academic administrator (Dean or Chair) for the discipline concerned, or the administrator's designee with relevant expertise. Where bylaws are not posted or do not specify a selection process, the representative should be the most relevant academic administrator (Dean or Chair) for the discipline concerned, or the administrator's designee. When more than one Department, School or College covers the disciplinary area, generally the next higher level administrator(s) should select a representative with relevant expertise.

In process no concerns.

3. Recommends that People Admin software be utilized in Human Resources.

Completed.

4. Recommends that Academic Affairs will continue to issue offer employment letters, contracts, MOUs, and letters of understanding.

In process no concerns.

5. Recommends that all files containing faculty and staff academic transcripts and personnel records will be transferred to the physical location of the new ASU's VPAA's office when consolidation occurs.

Completed.

6. Recommends that the committee reviewing the new ASU Grievance Policy and Procedure include a statement that anyone serving on the Grievance Panel (or its successor) has an affirmative obligation to weigh all evidence in a balanced manner and to report any situations whereby evidence in a case is not given adequate consideration.

In process no concerns.

7. Recommends that an ad hoc committee be formed with equal representation from each institution to develop policies and procedures for the new ASU New Faculty Orientation and Fall Workshops.

In process no concerns.

8. Recommends that the Grievance Policy for the new ASU be based on the USG Policy on Grievance found in the Human Resources Administrative Practice Manual. An Ad Hoc committee from the new ASU faculty senate will make any necessary adjustments for the institution.

In process no concerns.

9. Recommends that the new faculty senate form a committee to develop a new faculty evaluation instrument with equal representation from each college within the New ASU. (In concert with OWG 24)

Will not be implemented.

OWG 23 Faculty Honors and Awards Approved Recommendation

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

- A) Teacher of the Year
- B) Researcher of the Year

Completed.

- C) Public Service Award
- D) Mentor of the Year
- E) Online Teacher of the Year

Will not be implemented.

2. Recommends that the selection process for faculty awards be faculty driven and that necessary guidelines and rubrics be developed by faculty for the selection process.

Completed.

OWG 24 Promotion, Tenure Policy & Faculty Development **Approved Recommendations**

1. Recommends that the new promotion and tenure policy should be based on the four criteria of:

- A. Teaching
- B. Service
- C. Research, Scholarship, Creative Endeavors, or Academic Achievement
- D. Professional Development

Completed.

2. Recommends that the new promotion and tenure policy clearly define the different faculty workloads/models (research faculty, instructional faculty, clinical faculty, etc.) and subsequent expectations be aligned with the different faculty workloads/models when evaluating criteria for tenure and promotion.

Completed.

3. Recommends that the new promotion and tenure policy allow candidates to determine their own weights within established ranges in the four criteria areas of:

- A. Teaching
- B. Service
- C. Research, Scholarship, Creative Endeavors, or Academic Achievement
- D. Professional Development

Completed.

4. Recommends that the new promotion and tenure policy include a reliable rubric to objectively evaluate the quality of all portfolios.

Will not be implemented.

5. Recommends that the new promotion and tenure policy define and align the appropriate degree in the discipline or its equivalent in training, ability, and/or experience for tenure and promotion purposes.

Completed.

6. Recommends required professional development, training, and tools for candidates and evaluators of promotion and tenure portfolios.

Completed.

7. Recommends that the new promotion and tenure policy should include a structured appeals process that considers input from all stakeholders.

Completed.

8. Recommends the establishment of a task force charged with drafting the tenure and promotion policy and procedures. The task force will ensure policy alignment with institutional mission, faculty evaluation, faculty workload models, etc.

Completed.

9. Recommends continued funding and support of ASU's existing faculty and staff development resources:

- A. Center for Teaching and Learning
- B. Faculty/Staff Conference
- C. Office of Research & Sponsored Programs
- D. Librarian-In-Residence

Completed.

10. Recommends training for faculty evaluators of promotion and tenure portfolios.
Completed.

11. Recommends a quality induction program.
Completed.

12. Recommends professional development for faculty to explain logistics and administrative practices in the new ASU.
Will not be implemented.

13. Recommends that the new faculty senate form a committee to develop a new faculty evaluation instrument with equal representation from each college within the New ASU. (In concert with OWG 22)
Will not be implemented.

14. 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 should be reviewed by college level committees and updated as appropriate to remain current and must be approved by a university-wide committee to ensure compliance with BOR and university policy.
Completed.

**OWG 25 Research, Scholarship, Creative Activity, Grants, and
Sponsored Ops. Approved Recommendations**

1. Recommends consolidating all current Centers and Institutes.
Completed.

2. Recommends that with regard to indirect costs: DSC will complete current awards at current negotiated rates and, moving forward, proposals will be submitted as one institution and therefore utilize ASU's current negotiated rates. Any new awards will utilize ASU's rates until such expire, at which time a new rate will be negotiated for the consolidated, new institution.
Completed.

3. Recommends that upon consolidation implementing a committee to develop a policy on Intellectual Property for the new ASU.
Completed.

4. Recommends consolidating ASU and DSC IRBs.
Completed.

OWG 26 Testing Center Approved Recommendations

1. Recommends that the new University investigate offering the appropriate admission exams at off-site locations such as High Schools for MOWR and other populations.

Completed.

2. Recommends that the new University investigates the prudence of requiring pre-scheduling for all exams by students and community members alike. Further, it is recommending that if scheduling is deemed necessary, that exam scheduling software be vetted to ensure that it is not only user friendly, but that appropriate reporting data may also be extracted.

In process no concerns.

3. Recommends that current and future satellite locations (such as Cordele) offer proctored testing for ASU students and for non-ASU students as time, space, and staffing allow.

In process no concerns.

4. Recommends that the primary testing center location for *specialized and community* testing be at the current Albany State University campus.

Will not be implemented.

5. Recommends that the new University research methods to offer the SAT/ACT specialized exams at both campus locations

In process no concerns.

6. Recommends that the primary testing center location for *student* testing be at the current Darton State College campus.

Completed.

7. Recommends that the new University form a task force to identify additional space for the current ASU's testing center and a means to acquire additional hardware/software to increase the testing center's capacity for student testing.

In process no concerns.

OWG 27-A Catalog and Schedule Approved Recommendations

1. Recommends the adoption of a 4-day Summer Schedule.

Completed.

2. Recommends the adoption of a standard class period for all campuses.

Completed.

3. Recommends the adoption of a class scheduling software package.

Will not be implemented.

4. Recommends the adoption of a common digital campus calendar software package.
Will not be implemented.
5. Recommends the adoption of a standing Calendar Committee.
Completed.

OWG 27B Registrar Approved Recommendations

1. Recommends the following Latin honors be awarded to all students receiving their Bachelor degrees:

Cum Laude=3.50

Magna Cum Laude=3.70

Summa Cum Laude=3.90

Students receiving their Associate's degree will receive "With Distinction" honors for 3.50 or higher.

Completed.

2. Recommends a combined graduation application process that uses procedures from each institution to better serve the student and staff for processing.

Completed.

3. Recommends that HR handle FERPA training for faculty and staff and that the Office of the Registrar be responsible for annual FERPA notification for students.

Completed.

4. Recommends that the highest grade will be used for a repeat course.

Completed.

5. Recommends following the BOR policy in regards to Academic Renewal.

In process no concerns.

OWG 28 Ceremonies Approved Recommendations

Recommendations 14, 15, 17,18 with Media and Marketing

All recommendations in process no concerns.

1. Recommends hosting all commencement ceremonies at the Albany James H. Gray, Sr. Civic Center with the first combined ceremony scheduled Fall 2017.

2. Recommends hosting two ceremonies for the Spring and Fall semesters; with ceremonies combined by colleges.

3. Recommends adding a ceremony at the end of the summer semester should the University's enrollment significantly increase; thereby, increasing the number of graduates.

- 4. Recommends that the platform participants for each ceremony include the President, Provost, Deans, Registrar and Keynote Speaker.**
- 5. Recommends using the standard guideline when determining GPAs for Honor Recognition: Cum Laude – 3.50 – 3.74; Magna Cum Laude – 3.75 – 3.89; Summa Cum Laude – 3.90 – 4.00.**
- 6. Recommends announcing academic honors (cum laude, magna cum laude, summa cum laude, etc.) for Undergraduates.**
- 7. Recommends keeping Albany State University’s tradition of allowing the Fine Arts department to provide live entertainment at each ceremony.**
- 8. Recommends keeping Albany State University’s tradition of allowing alumni celebrating their 50th anniversary to participate in the spring commencement ceremony.**
- 9. Recommends displaying banners with the names of the various colleges.**
- 10. Recommends keeping Darton’s tradition of designating a space for photo ops at the Albany James H. Gray Sr. Civic Center.**
- 11. Recommends allocating funds to support expenses related to hosting the Honors Day Convocation.**
- 12. Recommends alternate hosting the Honors Day Convocation on both campuses.**
- 13. Recommends hosting the Health Science/Nursing Pinning and Education Pinning Ceremonies separate from commencement.**
- 16. Recommends that convocation is scheduled during the day in addition to the Provost/Vice President for Academic Affairs suspending classes during the time of convocation is held.**
- 20. Recommends that departments determine faculty to send to ceremonies.**
- 21. Recommends faculty participation by college for the designated graduation ceremony in which graduates within their college will receive their diploma.**
- 22. 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.***
- 23. Recommends hosting two separate Honors Day ceremonies; one ceremony for honor awards and the second ceremony for scholarship awards.**
- 24. Recommends continuing Albany State University’s tradition to include the ASU National Alumni Association Induction as a part of the commencement ceremony.**

OWG 30 Preparation of Merged Catalogues
Approved Recommendations

1. Recommends that certificates and degrees be listed in the new ASU catalog in the following order: Certificates, Associate degrees, Bachelor degrees, and Graduate degrees in groups and listed alphabetically within each group.

Completed.

2. Recommends that all changes that need to be made in the new ASU 2017-2018 catalog be approved by March 30, 2017.

Completed.

3. Recommends the creation of a standard publication schedule.

Completed.

4. Recommends a standard deadline of April 1st each year for all curriculum changes.

Completed.

5. Recommends that the University print copies of the catalog each year as needed.

Completed.

6. Recommends the creation of a special catalog committee to create the 2017-2018 catalog.

Completed.

7. Recommends the use of Leepfrog Technologies CourseLeaf Catalog product to facilitate publication of the annual catalog.

Completed.

OWG 31 Recruitment Approved Recommendations

1. Recommends that DSC and ASU maintain a singular recruitment and program presence during the Fall of 2016.

Completed.

2. Recommends that DSC and ASU fully implement and adopt the Ellucian Recruiter CRM.

In process no concerns.

3. Recommends that DSC and ASU establish an integrated marketing and recruitment approach as the new Albany State University. Where appropriate, distinct collateral will be established to support the Darton name, e.g., Darton College of Health Professions as well as other distinct colleges within the university.

In process no concerns.

4. Recommends that recommends that DSC and ASU fully implement and adopt a consolidated student marketing and recruitment campaign and that during the first

consolidated cycle, this campaign should be developed and executed with the assistance of a third party vendor.

In process no concerns.

5. Recommends that DSC and ASU develop shared campus visit and event program planning on both campuses.

Completed.

Assessment of Institutional Effectiveness-Kimberly Holmes:

OWG 17 Assessment of Institutional Effectiveness **Approved Recommendations**

1. Recommends that DSC's Office of Institutional Research and Office of Institutional Effectiveness be consolidated with ASU's Office of Institutional Effectiveness, Research, & Strategic Planning to form a single administrative unit responsible for:

- A. coordinating the functions of the new ASU's strategic planning and evaluations processes,
- B. institutional effectiveness policies and procedures,
- C. assessments for continuous improvements at the institution-wide and unit levels,
- D. SACSCOC and regional accreditations,
- E. support program directors with national accreditations, and
- F. institutional research and reporting

Completed.

2. Recommends that the name of the new administrative support unit, title of its unit head, and direct reporting relationship to the president or provost be determined by the president and/or provost.

Completed.

3. Recommends that the new assessment and planning administrative unit create, publish, and implement written policies and procedures for all of its functional responsibilities, especially those involving the coordination of the evaluation of the achievement of the new ASU's mission, guiding principles, strategic goals, and assessments for continuous improvements at the institution-wide and unit levels.

In process no concerns.

4. Recommends that (consistent with the procedures outlined in Section 10 of the ASU-DSC Consolidation Prospectus,) institution-wide evaluations of the early achievements of the mission and interim strategic goals of the new ASU be conducted midway in 2017, to demonstrate compliance with SACSCOC Core Requirement 2.5 on Institutional Effectiveness (IE) during the Substantive Change Committee visit in fall 2017.

In process no concerns.

5. Recommends that the ASU president initiates in 2017 a 12-18-month process for developing ASU's 2019-2024 Strategic Plan, and that the new mission statement and interim strategic goals identified in Section 10 of the ASU-DSC Consolidation Prospectus be used in the meantime to demonstrate institution-wide compliance with SACSCOC Core Requirement (CR) 2.5 on Institutional Effectiveness for ASU's reaffirmation of SACSCOC accreditation in 2019-20.

In process no concerns.

6. Recommends that the preparations for initiating new unit-level assessments for continuous improvements at ASU be completed midway in 2017, consistent with the procedures outlined in Section 10 of the ASU-DSC Consolidation Prospectus, and to enable completion of two annual cycles of assessment for improvement reporting in 2017-18 and 2018-19 to demonstrate the existence of “mature data” in reaffirmation compliance with SACSCOC Comprehensive Standard 3.3.1 on Institutional Effectiveness for all units of the new ASU, including:

- A. Educational Programs, to include learning outcomes**
- B. Administrative Support Services**
- C. Academic and Student Support Services**
- D. Research**
- E. Community/Public Service**

In process no concerns.

7. Recommends that in accordance with BOR Policy 3.6.3: Comprehensive Program Review (CPR), that the new ASU’s IE support unit create, implement, and coordinate a published CPR review process and staggered CPR calendar to ensure that all graduate and undergraduate educational programs, including general education, are reviewed in-depth at the institution level periodically and that all have been assessed within seven years, taking into account reviews for national program accreditations such that CPR redundancies with national accreditation reviews are minimized.

In process no concerns.

8. Recommends that the new ASU’s IE support unit clarifies and reconciles the differences between expectations for the assessment of general education in the USG related to Core Area learning outcomes approved by the USG Council on General Education and BOR Policy 3.6.3 on CPR and expectations for the assessment of general education competencies as referenced in SACSCOC CS 3.5.1. Substantive differences between USG and SACSCOC assessment expectations in general education should be coordinated and managed separately as needed to be in compliance with both sets of expectations. Reconciliation should be completed midway in 2017 so that appropriate evidence of assessing the extent to which ASU’s identified general education competencies are achieved can be gathered in 2017-18 and 2018-19 in time for submission to SACSCOC in September 2019 for Reaffirmation Committee examination of ASU’s compliance with CS 3.5.1.

In process no concerns.

9. Recommends using CampusLabs’ Compliance Assist assessment system to support the collection of assessment data, storage of assessment-related reports, and provide reporting tools.

In process no concerns.

**Advancement/Development/Alumni Affairs/Government Relations/
Community Engagement-Flora Devine:**

OWG 33 Alumni Affairs Approved Recommendation

Recommends consolidating both alumni associations into one alumni association for the new Albany State University.

In process with concerns.

**OWG 34 Advancement Services, Including Donor Relations
Approved Recommendations**

1. Recommends consolidating Advancement Services and Donor Relations under the new University Office of Institutional Advancement.

Completed.

2. Recommends consolidating and retaining vendor contracts where practical and appropriate as soon as possible.

In process no concerns.

3. Recommends consolidating our funding streams and scholarships under one Advancement Department.

In process no concerns.

OWG 35 Fundraising Approved Recommendations

1. Recommends that Darton State College and Albany State University consolidate fundraising efforts as soon as allowable by USG.

Completed.

2. Recommends that Darton State College and Albany State University adopt and consolidate into one optimal fundraising model.

Completed.

**OWG 38 Government Relations & Community Relations
Approved Recommendations**

1. Recommends that the Foundations be requested to continue to support the institutions by providing government relations consultants on both the state and federal level.

In process no concerns.

2. Recommends that ASU continues to foster good relationships with state and federal lawmakers.

Completed.

OWG 39 Community Engagement Approved Recommendations

1. Recommends that a Community Engagement Committee be formed that will coordinate all community engagement activities and coordinate with the Communications Dept., to publicize the activities of the newly consolidated university.

In process no concerns.

2. Recommends developing an inventory of community engagement programs and activities and determine appropriate action for newly consolidated university.

In process no concerns.

3. Recommends establishing a plan that fully integrates community engagement activities and maximizes opportunities for the newly consolidated institution.

In process no concerns.

OWG 40 Economic Development Approved Recommendations

All recommendations in process with concerns.

1. Recommends that ASU establish a Center for Economic Development (CED) with strategic initiatives that align with those of the USG. The CED will have a director or similar administrative head to guide its functions.

2. Recommends that the ASU Center for Economic Development initiatives include four focus areas of economic development: research, teaching, service, and increased attention to developing strategic alliances with public and private entities.

3. Recommends that in order to address the research initiative of the Center for Economic Development (CED), the CED establish a Business Research Institute to pose and answer questions of economic interest to businesses of the region.

4. Recommends that in order to address the teaching initiative of the Center for Economic Development (CED), the CED establish a Continuing Education Division for Professional and Personal Development.

5. Recommends that in order to address the service initiative of the Center for Economic Development (CED), the CED establish a Business Resource Center that would warehouse information and knowledge of resources available to businesses and individuals in the region (external to the university).

6. Recommends that in order to address the partnership initiative of the Center for Economic Development (CED), the CED establish a Business Development Corporation to create public and/or private partnerships with regional entities to engage in activities that

would both enhance the economic development of the region and generate funding for future ASU initiatives.

Athletics- Sherie Cornish Gordon:

OWG 36 Sports, Scheduling, and Scholarships
Approved Recommendations

1. Recommends a decision be made as soon as possible concerning branding (major/minor color scheme) as well as operational support for the branding.

In process with concerns.

2. Recommends shared sport facility utilization to commence on August 1, 2016.

Completed.

3. Recommends decisions concerning athletics personnel positions be made as soon as possible.

Completed.

Media and Marketing- Flora Devine:

OWG 28 Ceremonies Approved Recommendations

Recommendations 1-13, 16, 20-24 with Academic Affairs

14. Recommends continuing ASU's tradition of hosting Founder's Day the first Friday in April.

Completed.

15. Recommends hosting the Founder's Day Convocation.

Completed.

17. Recommends that Homecoming student activities for are held on both campuses

Completed.

18. Recommends continuing ASU's tradition of hosting the Homecoming Convocation during the football season.

Completed.

OWG 41 Marketing Approved Recommendations

1. Recommends maintaining the ASU brand architecture model (Core Academic Identities) and nomenclature; and developing and tailoring the brand to specific colleges.

In process no concerns.

2. Recommends that DSC's brand become a part of ASU's brand and will be incorporated into the new institutional visual identity.

In process no concerns.

3. Recommends that the newly consolidated university review graphic standards and implements institution wide.

In process no concerns.

4. Recommends that a comprehensive public relations plan be written for the new university.

In process no concerns.

5. Recommends maintaining the ASU Seal.

Completed.

OWG 42 Media Relations Approved Recommendations

1. Recommends coordinating communications during the consolidation between Albany State University and Darton State College.

Completed.

2. Recommends coordinating communications with the University System of Georgia Board of Regents to announce USG actions.

Completed.

3. Recommends that the current communication offices at each institution coordinates and reviews news releases regarding consolidation.

Completed.

4. Recommends creating a communications plan to get messaging out internally and externally.

In process no concerns.

5. Recommends that the Media Relations Operational Working Group conduct monthly meetings with all PR Personnel to assess communications.

In process no concerns.

6. Recommends combining Speakers Bureaus List.

In process no concerns.

7. Recommends that the current communication staff at each institution assess needs and avenues of communication during consolidation.

Completed.

OWG 43 Publication & Collaterals Approved Recommendation

Recommends consolidating production of internal and external publications and collaterals for the new Albany State University.

Completed.

OWG 44 Social Media Approved Recommendations

1. Recommends that a social media marketing strategy be developed to publicize the consolidated and/or new official university accounts.

In process no concerns.

2. Recommends that a social media policy and social media policy committee be developed.

In process no concerns.

3. Recommends requiring social media strategic training for everyone who manages official university accounts.

In process no concerns.

OWG 45 University Website Approved Recommendations

1. Recommends that the new institution's website be launched in January 2017. It will be comprised of the University homepage and top-level pages, including user group pages (Current Students, Prospective Students, Faculty & Staff), as well as pages on Academics, Admissions, and Campus Life.

Completed.

2. Recommends the creation of a joint website, including consolidated content from ASURams.edu and Darton.edu, will launch in August 2017. The combined site will be built in a content system management system, OmniUpdate and Wordpress being recommended.

In process no concerns.

3. Recommends the creation of a policy with regard to content management, style and ADA Compliance.

In process no concerns.

4. Recommends that the new institution develop a centralized authority for the website.

In process no concerns.

5. Recommends that the WordPress Content Management System (CMS) be used to produce the start of the new University website continuing with the current ASU CMS, hosted by GoWP. Followed by a transition to purchase OU Campus CMS produced by OmniUpdate.

In process with concerns.

Legal Affairs Issues-Rowena Daniels:

OWG 47 University Policy Merger and Handbook Approved Recommendation

All recommendations in process no concerns.

- 1. Recommends the establishment of a consolidation policy review committee.**
- 2. Recommends that the appropriate governing body review and revise the constitutional statutes and by-laws for both DSC & ASU to begin shared governance for the new institution.**
- 3. Recommends that all MOUs & MOAs are reviewed, revised and/or terminated by the appropriate unit and transitioned to the new institution.**
- 4. Recommends that all contractual obligations with vendors be identified by OWG 51 & 55 and both work in conjunction with the ASU Legal Office to review, revise, and/or terminate.**
- 5. Recommends that all agreements with cooperative organizations are reviewed, dissolved, merged and/or re-purposed within the new institution.**

OWG 50 Student Policy Mergers and Handbooks Approved Recommendations

- 1. Recommends that the new ASU have one merged student handbook.
In process no concerns.**
- 2. Recommends that the student handbook be available to all students in an online format.
In process no concerns.**

University Operations-Shawn McGee:

OWG 51 General Auxiliary Services Approved Recommendations

1. Recommends that a consultant be employed to begin the process of determining the feasibility of expanding on the Early Learning Center currently on site at ASU as a short term goal with a long term goal being construction of another site on the Darton campus.

Will not be implemented.

2. Recommends that a bookstore should be operating and available to students on both campuses of the new Albany State University.

Completed.

3. Recommends that the operation and management of the bookstore on both campuses of the new Albany State University should be contracted with and operated by one vendor.

Completed.

4. Recommends that the dining contracts for both campuses of the new Albany State University should be managed by one vendor.

Completed.

5. Recommends that the dining contracts for both campuses of the new Albany State University should be operated under one contract.

Completed.

6. Recommends that transportation be available between both campuses of Albany State University on a regular schedule.

Completed.

7. Recommends that a print shop continue to be housed and staffed on the east campus to provide the bulk of the printing needs of both campuses.

In process with concerns.

8. Recommends that a self-service copy center that is available for faculty and staff use be housed on the west campus.

In process no concerns.

9. Recommends that ATM services be located at strategic locations on both the east and west campuses.

In process no concerns.

10. Recommends ATM services be included as a component of the next RFP/bid process for banking services on all campuses as appropriate.

Will not be implemented.

11. Recommends that bookstore policies on both campuses adhere to the same rules and regulations and follow the best practices set forth by the bookstore contractor as it relates to operation and management to include interface with financial aid.

In process no concerns.

12. Recommends that software such as R25 or equivalent be used to reserve space for all activities scheduled on both campuses to include use by on campus and off campus groups.

In process no concerns.

13. Recommends that events offices be housed on both campuses to facilitate and coordinate use of facilities by on campus and off campus groups on each respective campus.

In process no concerns.

14. Recommends that food service policies on both campuses adhere to the same rules and regulations and follow the best practices as set forth by the dining contractor as it relates to operation and management to include interface with the Blackboard system.

In process no concerns.

15. Recommends that students/faculty and/or staff needing access to services on both campuses be issued two ID cards until Banner is consolidated and the new badging system is operational.

Will not be implemented.

16. Recommends that as of July 1, 2017 the bookstore vendor on both campuses operate and maintain the same point of sale systems for all bookstores to include any satellite stores outlined in the RFP.

In process no concerns.

17. Recommends that as of July 1, 2017 the food service vendor on both campuses operate and maintain the same point of sale systems for all dining locations to include any satellite stores outlined in the RFP.

In process no concerns.

18. Recommends that vending operations include a variety of national brand snacks and beverages on both campuses.

In process no concerns.

19. Recommends that the operation and management of vending services on both campuses continue to be contracted with and operated by a single or multiple vendor(s) as determined as a result of the RFP process.

In process no concerns.

20. Recommends that dual ID card systems continue to be used through the end of summer term, 2017.

In process no concerns.

21. Recommends that parking policies already in place at the east campus be the foundation for parking policies for both campuses but that they be amended to include policies for parking on an open campus.

In process with concerns.

OWG 52 Health Services Approved Recommendations

1. Recommends keeping student health insurance requirements as is at both institutions.
Completed.

2. Recommends Maintain Health Clinic Services to students at each campus site.
Completed.

3. Recommends obtaining and implementing the same electronic health record system at both campus sites.

In process no concerns.

4. Recommends implementing congruent health service fees at both campus sites if services are going to be congruent.

Completed.

5. Recommends implementing pharmacy services utilized by ASU at Darton clinic.

In process no concerns.

OWG 55 Procurement Approved Recommendations

1. Recommends that open purchase orders be converted into the new ASU business environment in PeopleSoft with assistance from USG/ITS at fiscal year-end, June 30, 2017 (FY17).

In process no concerns.

2. Recommends using the USG/Shared Services Center (SSC) management of shared suppliers with the PeopleSoft Financials System.

In process no concerns.

3. Recommends that the new ASU policies, procedures and processes would follow the approved model set forth by the KSU/SPSU consolidation. The ASU Purchasing Card Manual will be used to govern the campus P-Card program.

In process no concerns.

4. Recommends that Shipping and Receiving will be maintained on both campuses.

Completed.

5. Recommends that campus postal services will be maintained on both campuses.

Completed.

6. Recommends that Staples desktop delivery option will be utilized on the current Darton campus.

Completed.

7. Recommends for RFPs affecting the new Albany State University that they be bid through the Office of Procurement on the Darton State campus with Joy Causey, Director of Purchasing.

In process no concerns.

8. Recommends merging ASU and DSC PeopleSoft Financials and Bank of America Works (P-Cards).

In process no concerns.

9. Recommends that intercampus mail be delivered twice a day between the campuses.

In process with concerns.

10. Recommends that the east and west campuses each have a Central Receiving Department and will accept deliveries from UPS, FedEx, and other carriers.

Completed.

OWG 59 HR, including Position Descriptions and Salary Bands
Approved Recommendations

1. Recommends comparing and contrasting both Institution's Applicant Tracking Systems (ATS).

In process no concerns.

2. Recommends comparing and contrasting both Institution's organizational charts with relevant information before combining charts.

In process no concerns.

3. Recommends that the OWG should present scenarios for 52 week work schedule affecting 12 month faculty and staff and deferring final decision making to the President.

In process no concerns.

4. Recommends that OWG 59 and Internal Audit should collaborate on *the Ensure Effective Implementation of Controls (Flowcharts, Segregated Duties)*.

In process no concerns.

5. Recommends identifying relevant competencies that should comprise "seniority" and develop a weighted decision model to be used to determine staff seniority.

In process with concerns.

6. Recommends including DSC's Background Investigation Committee (BIC) in the new University's hiring process.

In process no concerns.

7. Recommends that the new University should adopt the processes outlined in the USG's revised Reduction in Force (RIF) Policy.

In process no concerns.

8. Recommends combining the major elements of hiring processes from both institutions.

In process no concerns.

9. Recommends requiring online Search Committee training for any employee(s) wishing to serve on search committees at the New U.

In process no concerns.

10. Recommends not including Diversity Team Members in the New U's hiring process; but, do repurpose DSC's 'Diversity Team' for the New U. Diversity Team Members' attention should be focused on developing diversity programming for the New University.

In process no concerns.

11. Recommends that OWG 59 review DSC's pay study that was prepared by Carl Vinson Institute of Government (CVIOG). The OWG will perform an assessment to see if this study meets the needs of the new University. The results of the assessment are to be shared with the CIC.

In process no concerns.

12. Recommends adapting the structure provided in DSC's current Classification & Compensation Plan (Pay Plan) for the new University.

In process with concerns.

13. Recommends forming a Compensation Committee comprised of Faculty and Staff members to periodically review, assess, and address pay issues related to position classifications at the new University.

In process no concerns.

OWG 65 Public Safety and Security Approved Recommendations

1. Recommends adopting ASU Police and Standard Operating Procedures.

Completed.

2. Recommends that the current ASU Parking policies and procedures be accepted.

Will not be implemented.

3. Recommends that the BOSSCARS Parking System being upgraded and equipped to be able to provide services for the West Campus (Darton).

In process no concerns.

4. Recommends that additional monitors be added to the Albany State University Command Center (Dispatch) in order to accommodate the Darton campus cameras and additional cameras when added.

In process with concerns.

5. Recommends that police department receive 3 additional patrol vehicles to help meet the growing need for services, patrol, traffic, athletic game travels, etc.

In process with concerns.

6. Recommends that additional server space be provided for in car video storage and GCIC (Georgia Criminal Information Center) /NCIC (National Criminal Information Center).

In process with concerns.

Information Technology-Bill Moore:

OWG 60 IT Back-End Systems Approved Recommendations

1. Recommends that A/V (Audio/Visual) systems in labs and classrooms on both the DSC and ASU campus, along with the Cordele center, adhere to a standard experience. The standard will include the user interface present in the room as well as the technology selected when designing future implementations.

In process no concerns.

2. Recommends developing an Enterprise Wide Technical Architecture document that will outline the data center design for the new University.

In process with concerns.

3. Recommends that application databases that are duplicated between DSC and ASU be consolidated. Any MS SQL application database that is not a duplication will be consolidated under one database server if application requirements permit. All databases used by the new university will meet standards and policy set by the university.

In process with concerns.

4. Recommends that the current datastores for both campuses be used for the new university. Support and life cycle will need to be checked for the hardware supplying storage for the datastores to ensure the best reliability. Any hardware that is end of life will need to be replaced.

In process with concerns.

5. Recommends that the new University implement a strategy that will eliminate duplication of service and consolidate all of the services into a single network schema.

In process with concerns.

6. Recommends that all server operating systems remain compliant with all policies and meet the requirements as described in the Enterprise Wide Technical Architecture documentation.

In process no concerns.

7. Recommends that all servers and clusters remain compliant with all policies and meet the requirements as described in the Enterprise Wide Technical Architecture documentation.

In process no concerns.

8. Recommends that the WordPress Content Management System (CMS) be used to produce the start of the new University website continuing with the current ASU CMS, externally hosted. Followed by a transition to purchase OU Campus CMS produced by OmniUpdate.

In process with concerns.

9. Recommends replicating current SSID services (unique ID naming wireless networks) on both campuses, in case some of the assumptions or back end requirements has not been meet at the time of roll out.

In process no concerns.

10. Recommends the use of Cisco-Meraki on both campuses.

In process no concerns.

11. Recommends that Albany/Darton adhere to an A+B=C (where A = Albany and B = Darton and C = New Environment) approach when consolidating the indoor digital sign systems. Rise Vision will be used for the new environment.

Completed.

12. Recommends the tracking of technology assets via a central software system, with the goal of identifying mission-critical assets and facilitating asset reporting.

In process no concerns.

13. Recommends providing a dedicated network connection between the East & West Campuses.

Completed.

14. Recommends the consolidated institution develop reporting which alerts IT Services in the event that confidential information (SSN, Banking Information) is uploaded to the public web space.

In process with concerns.

15. Recommends that the new university consolidate campus domains into one.

In process no concerns.

16. Recommends that the new institution adopt the A+B=C model where the A is the east campus domain and B is the west campus domain.

In process no concerns.

17. Recommends consolidating the technology hardware, software, administration, maintenance, and change management to provide a centralized point of control for the Enterprise firewalls.

In process no concerns.

18. Recommends that the consolidated institution develop Disaster Recovery and Continuity of Operations Planning documents for critical systems, helping to ensure the availability of services in the event of disaster or significant service disruption.

In process with concerns.

19. Recommends that the consolidated institution develop an Incident Response Policy and Processes, in alignment with USG requirements.

In process no concerns.

20. Recommends that Information Technology policies should be developed for the new institution which align with USG requirements regarding technology and clearly communicate the acceptable use of technology resources for the consolidated institution.

In process no concerns.

21. Recommends (in partnership with Procurement) developing an IT procurement process which serves as a clear entry-point for IT purchases at the consolidated institution.

In process no concerns.

22. Recommends providing Security Education, Training and Awareness to students, faculty and staff of the new university which align with USG security training requirements.

Completed.

23. Recommends implementing a system scanning and remediation process which will increase security of IT systems campus-wide.

In process no concerns.

24. Recommends retaining existing VOIP systems for east and west campuses with no change at this time.

In process with concerns.

25. Recommends that IT Services collaborate with Human Resources to develop policy and procedures which validate logical and physical access during hiring, role changes, and separation.

In process no concerns.

OWG 61 IT Business Services Approved Recommendation

All recommendations in process no concerns.

1. Recommends that ITS support OWG 59 to consolidate ADP pay and benefits application. In addition, OWG 61 will support the migration of these functions to PeopleSoft as needed.

- 2. Recommends that ITS will act in support of OWG 39 efforts to consolidate Advancement Services and Donor Relations under one unit when the foundations consolidate. ITS will work with OWG 39 to assess the appropriate technologies at that time.**
- 3. Recommends that ITS support the technical efforts required in consolidating the applicant tracking systems utilizing PeopleAdmin for both campuses.**
- 4. Recommends continue using Argos as the Reporting solution in the new University. The system is to remain hosted at the University.**
- 5. Recommends that ITS support the technical efforts required in expanding the use of the health records system (PyraMed), currently being utilized by the east campus to the west campus.**
- 6. Recommends continue using Microsoft Project as the project management solution in the new University. The system is to remain hosted at the University.**
- 7. Recommends that ITS support the technical efforts required in expanding the use of the Student Disciplinary Reporting system (Maxient), currently being utilized by the east campus to the west campus.**
- 8. Recommends that ITS support the technical efforts required in consolidating the LifeSafety Alarms for both campuses.**
- 9. Recommends that ITS support the technical efforts required in consolidating the student payment plan services utilizing NelNet for both campuses.**
- 10. Recommends that ITS support the technical efforts required in expanding the use of the parking and ticketing system (BossCars), currently being utilized by the east campus to the west campus.**
- 11. Recommends that ITS support the technical efforts required in consolidating the financial services utilizing PeopleSoft for both campuses.**
- 12. Recommends that ITS support the technical efforts required in consolidating the Blackboard Transact services utilizing Blackboard for both campuses.**
- 13. Recommends consolidation of both West and East Campus' Connect5 Emergency Alert Systems under single management.**

OWG 62 IT General Support: Desktop Management – Domain Integration Approved Recommendations

1. Recommends providing the new U with enterprise hardware and software support for both Mac and iOS devices that offer user flexibility while meeting educational needs. Mac support also aims to provide the level of service currently available for our PC users in imaging, patching and security. Mac support can also deliver a customized experience for faculty, staff and student labs providing specialized software and settings.

In process no concerns.

2. Recommends that in the first year of the consolidation there will be a one-way trust relationship between both campuses' current domains. This will allow authentication and access to resources at both sites that are available through Active Directory. When the New U domain is constructed, the Active Directory structure will meet the needs of the new university.

Completed.

3. Recommends that the new University utilize LanDesk as their desktop imaging solution. DSC currently utilizes LanDesk for their imaging needs while ASU currently uses SCCM. New images will be created and deployed at both campuses for a unified end user experience.

In process no concerns.

4. Recommends creating a new patch management process which allows ITS to strategically patch end-user machines. It is recommended we utilize LANDesk for patching computers with Windows OS and general updates. Apple Remote Desktop will be used to patch Apple computers with Mac OS.

In process no concerns.

5. Recommends that the new University create and implement a living document to house all IT supported device standards across the University. The EWTA (Enterprise-Wide Technical Architecture) will be publicly available for customer reference and include supported items such as desktops, tablets, servers, A/V equipment, printers etc. A centralized IT procurement process/IT review will be in place as well.

In process no concerns.

6. Recommends that the new university utilize LanDesk Kaspersky which is already in production at both campuses and offers antivirus, antimalware, and the required reporting tools which will be leveraged to enforce end-point security and monitoring.

In process no concerns.

7. Recommends that the new University create and implement a new strategy for streamlined processing of IT inventory. Documenting and tagging of new and current inventory using the program, Samanage. This approach will help alleviate technology auditing pressures and create a unified inventory system across all campuses.

In process no concerns.

8. Recommends continuing to offer the training portfolio of services currently in existence by the East & West campuses. The processes and services defined and agreed upon by the intersecting units are based on the premise of avoiding a reduction of service.

In process no concerns.

9. Recommends that service offerings are reviewed based on viability and needs analysis and a subsequent prioritization of these training needs be made as a direct result of the consolidation.

In process no concerns.

10. Recommends developing processes that are clearly defined and agreed upon by the adopting units based upon the final decision of the consolidation organizational structure by developing workflow processes, training IT personnel on proper ITIL workflow and develop ITIL templates for easy adoption.

In process no concerns.

11. Recommends that both campuses implement a model of support and preventative maintenance to computer labs. Current computer labs will be inventoried by Service Desk personnel. ITS Student workforce will perform bi-weekly “health checks” on computers in labs and report back any issues to Desktop technicians. ITS will deploy the software, “LabStats,” to track computer and software utilization.

In process no concerns.

12. Recommends consolidating all similar existing enterprise licensing into one agreement. All enterprise vendors are to be notified prior to July 1, 2017 of the intent to continue or discontinue services, any relevant information with regards to projected FTE/Seats required, adjusted standard renewal/anniversary date of July 1, 2017 to align with the FY budget (if not already), request any legal amendments or contract changes that may be required, and quote for future budgetary purposes.

In process no concerns.

13. Recommends adopting a life cycle replacement cycle that includes annual refreshes of IT functional assets. Assets to be life cycled include faculty/staff/classroom/computer lab computers, Classroom Audio Visual equipment, Security cameras and Infrastructure equipment (servers, storage, wired networking and wireless networking).

In process with concerns.

14. Recommends combining and creating a new unified Service Desk that supports all users across all campuses. The new Service Desk will utilize cloud-based software, Samanage, to track and document work order systems. New ServiceDesk workflow will increase both efficiencies, response times and customer service.

In process no concerns.

15. Recommends consolidating SharePoint into one instance to exist in Office 365 SharePoint.

In process no concerns.

16. Recommends consolidating file sharing and print services into a single solution for the new university.

In process no concerns.

OWG 63 Research Computing Approved Recommendations

1. Recommends maintaining two existing research clusters and investigate emerging technologies after consolidation.

In process no concerns.

2. Recommends that the IT department work closely with Office of Research and Sponsored Programs to define data security policies and research procedures for the new U.

In process no concerns.

3. Recommends that the IT department work closely with Office of Research and Sponsored Programs during the proposal stage so that the IT department can support the technology needs of newly-funded grants and contracts.

In process no concerns.

OWG 64-A IT Student/Faculty Services (Authentication, Email) **Approved Recommendations**

1. Recommends that the new university be under one Office 365 tenant for faculty, staff, and student email.

In process no concerns.

2. Recommends consolidating and configuring all supporting systems to interoperate with the identified email recommendations for all class of services.

In process no concerns.

3. Recommends that the new university use Active Directory for identity and access management.

In process no concerns.

4. Recommends that the new University consolidate into a single Brightspace environment using the A+B=B model. The A model represents East Campus and the B model represents the West Campus. Steps to provide a seamless integration are as follows:

- Configure all settings that meet the requirements of the new university.
- Migrate historical content from the East Campus to the new university environment.
- Integrate consolidated banner database enrollments.
- Prepare to meet academic calendar requirements for the new university.

In process no concerns.

5. Recommends that all classroom applications be inventoried and assessed to support the missions of each college on campus and provide any technical assistance in any needed upgrades of these applications.

In process with concerns.

6. Recommends the continuation of Kaltura Video Platform being used by the ASU Campus to be used to store and stream videos of the new university.

In process no concerns.

OWG 64B Student/Faculty Services (Banner, DegreeWorks)
Approved Recommendations

1. Recommends that ASU/DSC adhere to an A+B = C (where A = ASU and B= DSC and C = New Environment) approach when consolidating the Banner Systems.

In process no concerns.

2. Recommends that the consolidated “C” Banner environment be hosted with ITS Athens.

In process no concerns.

3. Recommends that the IDs (Student, Faculty and Staff) in the consolidated “C” Banner environment will begin with 900xxxxxx.

In process no concerns.

4. Recommends that West Campus’ Luminis Portal (MyDC) will be decommissioned for Fall 2017.

In process no concerns.

Risk Management, Audits, Accountability-Katherine Kikivarakis:

OWG 66 Risk Management and Audits Approved Recommendations

1. Recommends that the ASU Hotline URL remains the new ASU Hotline URL.
Completed.
2. Recommends that the ASU Hotline Administrator will remain the Audit Director.
Completed.
3. Recommends that the ASU Triage Committee will consist of the Audit Director, VP of Fiscal Affairs and Legal Counsel.
Completed.
4. Recommends that the ASU Hotline telephone number would be the new ASU Hotline number.
Completed.
5. Recommends that once all advised senior positions have been filled, the user names and contact information on the Hotline Portal will be updated to reflect the changes.
Completed.
6. Recommends that the Escalation Contacts to be called in case of critical report should be the Chief of Police, Legal Counsel and the Director of Internal Audits.
Completed.
7. Recommends that the user names and contact information be updated in the Hotline Portal to VP of Fiscal Affairs, Legal Counsel and Director of Internal Audits.
Completed.
8. Recommends that new Hotline Awareness and information materials be created and reviewed by OWG 66 for approval prior to distribution.
Completed.
9. Recommends that the new approved Hotline Awareness material be disseminated during the annual Fraud Awareness Week in March 2017.
Completed.

Shared Governance-Tau Kadhi:

OWG 67 Faculty Governance Approved Recommendations

1. Recommends that the new ASU formally recognize that shared governance, defined as collective ownership and accountability, is the feedback mechanism in place for the university regarding policy proposals, and that all shared governance bodies should be created expressly for that purpose.

In process no concerns.

2. Recommends that the structure of the faculty senate at the new ASU will be based on the existing structures currently in place at both institutions.

In process no concerns.

3. Recommends that the by-laws and constitution of the faculty senate of the new ASU will be based on existing documents in place at both institutions, to be determined by a committee selected from members of both faculty senates in January 2017.

In process no concerns.

4. Recommends that the two faculty senates will merge in August 2017(with a transitional body operating Jan. 2017-July 2017), with elections for the new faculty senate to be held in April 2017.

In process with concerns.

5. Recommends that faculty participation in shared governance must be properly recognized and rewarded.

In process no concerns.

6. Recommends that standing committees at both universities will be streamlined.

In process no concerns.

OWG 68 Staff Governance Approved Recommendations

1. Recommends that there be a single Staff Council consisting of an elected body for full-time, classified employees excluding deans, vice-presidents/members of the President's expanded Cabinet and employees holding faculty ranking.

In process no concerns.

2. Recommends that the nominations for the new Staff Council take place in May 2017, followed by elections in June. The new members and officers will fill their seats in July 2017.

In process no concerns.

**Student Organizations/Student Life/ Student Services-
Michara Delaney:**

**OWG 70 Club Sports, Intramurals, and Recreational Sports
Approved Recommendations**

1. Recommend determining user/client requirements and eligibility criteria for ASU students, faculty, and staff.

Completed.

2. Recommend the consolidation of the two campuses' club sports, intramurals, and recreational sports handbook and marketing strategies.

Completed.

3. Recommends the consolidation of the two campuses' unit structure and management.

Completed.

OWG 71 Greek Life Approved Recommendations

1. Recommends that Greek Life continues to be administered though the Office of Student Life and Activities for the new Albany State University.

Completed.

2. Recommends that an updated Greek Life Handbook is created for the new Albany State University.

Completed.

**OWG 73 Registered Student Organizations
Approved Recommendations**

1. Recommends consolidation of similar RSOs from both campuses.

In process no concerns.

2. Recommends combining current RSOs categories from both campuses.

Completed.

3. Recommend a unified Manual for RSOs.

In process no concerns.

4. Recommend combining current polices for governing RSOs.

In process no concerns.

5. Recommends developing a unified process in alignment with the current Student Code of Conduct.

In process no concerns.

6. Recommends combining current procedures for serving as advisors for RSOs.

In process no concerns.

7. Recommends combining OrgSync platforms from both campuses.

Will not be implemented.

OWG 74 Student Government Association
Approved Recommendations

1. Recommends combining the Constitution and Bylaws from each institution.

In process no concerns.

2. Recommends expansion of SGA.

In process no concerns.

OWG 75 Career Services Approved Recommendations

All recommendations in process no concerns.

1. Recommends that the University replace the term “placement” (as an internal moniker) with “career attainment and progression,” which better illustrates the ultimate success outcomes of our students as they progress through our institution.

2. Recommends that both campuses establish relationships with employers that reflect degree offerings to ensure that services offered to employers will be enhanced through the consolidation. We will re-brand our communications to employers to ensure that the message is a consistent one. This will result in the positive outcome of employed graduates.

3. Recommends that all employment data, by degree programs, be reported to Career Services and to the office of Institutional Research and Effectiveness on a semester basis.

4. Recommends that that the new institution retain both general and college-specific career fairs, for fall and spring, across the two campuses.

5. Recommends that the Office of Career Services provide alumni career services.

6. Recommends that the Office of Career Services be located in a high traffic area.

OWG 76 Counseling Services Approved Recommendation

Recommends changing the name from Counseling and Student Disability Services to Student Counseling and Psychological Services.

In process no concerns.

OWG 77 Disability Services Approved Recommendation

Recommends changing the name from Student Disability Services to Office of Student Disability and Access.

In process no concerns.

OWG 78 Housing Approved Recommendations

1. Recommends exploring a first and second year residency requirement for all students accepted to the new ASU who meet the current ASU criteria for a residency requirement.

Completed.

2. Recommends having one united housing requirement and policies for all students living in housing at any location of the new institution.

Completed.

3. Recommends that any “Districts” or “facility designations” naming or zoning be based on an assessment of the students’ needs before moving forward.

In process no concerns.

4. Recommends that the operation and management of housing be combined as one unit.

Completed.

5. Recommends that marketing strategies be increased to make campus life more attractive to students.

In process no concerns.

6. Recommends (with the support of ITS) that StarRez be the one and only housing information system for the new university.

Completed.

OWG 79 Student Conduct and Academic Integrity Approved Recommendations

1. Recommends that the New Albany State University have one student code of conduct and that this code be based off of the current ASU student code of conduct.

Completed.

2. Recommends that the New Albany State University have one united student conduct database and that this platform be the Maxient system currently used by Albany State University.

Completed.