

12-1-16 RECOMMENDATIONS (CONSENT AGENDA)

OWG 6: Humanities:

(reviewed & supported by Tau Kadhi; comment from Funke Fontenot):

Continue 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
YORB 1001- Elementary Yoruba I
YPRB 1002- Elementary Yoruba II:

Offering the foreign language options listed above will allow students to choose options that best suit their educational needs and interests.

In theory, the idea of an expansive option in foreign languages is a good one, but demand and resource constraints might dictate otherwise. Spanish and French tend to be the more popular offerings at USG institutions, and most Georgia High School students take one of these as part of the CPC requirements. I would suggest that Spanish be included in the list..

OWG 7: Math:

OWG Co-Chairs: Zephyrinus Okonkwo & Tony Smith:

(reviewed & supported by Tau Kadhi and from Funke Fontenot):

1. Recommends that the following course names, CRN 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 (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.

2. Recommends implementing the following common course numbers:

- **CSCI 1300 – Introduction to Computer Science**
- **CSCI 2211 – Visual Basic Programming (exact title TBD):**

CSCI 1300, the current DSC course number, suggests a natural sequence to CSCI 1301 and CSCI 1302 (Computer Science I and II)

CSCI 2211, the current ASU course number, provides more options for use in other programs as a 2000-level course compared to DSC's 1150

3. Recommends implementing the following prerequisites:

- **Introduction to Computer Science (CSCI 1300/1201): None**
- **Visual Basic (CSCI 1150/2211): MATH 1001, 1111, or placement into MATH 1112/1113 or higher**
- **Computer Science I (CSCI 1301): CSCI 1300/1150 or MATH 1112/1113/Calc I or consent of Dean:**

Introduction to Computer Science: This is the current prerequisite at ASU, and DSC faculty agree it is appropriate

Visual Basic: This keeps the current DSC first-level math requirement, but allows students who place into a higher math to take it in their first semester.

Computer Science I: This is the current prerequisite at DSC, and ASU faculty agree it is appropriate.

[OWG 9: Science:](#)

[OWG Co-Chairs: Ashok Jain & Craig Flowers:](#)

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 the 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 the two-semester general chemistry curriculum. It is primarily designed for students having 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 structure and properties of matter, states of matter, stoichiometry and chemical equations and various types of equilibrium in solutions 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 the two-semester general chemistry. It is primarily designed for the students having career interests in chemistry, biology, medicine, pharmacy and other science fields. It will mainly deal with the states of matter, solutions, chemical reactions, chemical kinetics, equilibrium, acids – bases and pH with corresponding laboratory activities. This course includes laboratory activity, which is an extension of lecture. The laboratory activity is extremely important to enhance understanding of the materials learnt from lecture. 4 credits.

Prerequisite(s): CHEM 1211K

Offered: Fall, Spring, Summer

CHEM 2250 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 it 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 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, ELSA, 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 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 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 these 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 you 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 element including 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, 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 study the principles and application 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 of 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 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 problem after 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. 0 - 4 credits.

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 structure and toxic properties of chemical pollutants and the reactions in the environment is included, as well as a discussion of the sources of 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
2 credits from area D				

Area G Major Courses (61 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	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				16 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	Responsible Conduct of Research	3	0	3
CHEM 2320K	Laboratory Research Techniques	0	3	3
CHEM 3252	Biochemistry II	3	0	3
CHEM 3330	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

OWG 11: Graduate Studies:
(reviewed & supported by Tau Kadhi and from Funke Fontenot):

1. 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:

To continue to serve the needs of our students at Albany State University, we feel it necessary to continue to allow for a provisional status in addition to regular admission. By continuing to allow a provisional status, we can build the enrollment for our graduate programs and nurture the student through to graduation.

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

To continue to serve the needs of our students at Albany State University, we feel the current model for graduate admission meets the mission of the college.

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

The OWG gave much thought and time in editing the catalog for graduate admissions and we feel the revised copy is a great foundation from which to build upon for the New Albany State University.

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

The OWG spent a great amount of time reviewing best practices and we believe this is an acceptable GPA for admission to graduate school.

5. 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):

The OWG spent a great amount of time reviewing best practices and we believe this is an acceptable practice for different graduate programs to have varying admission requirements.

6. 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:

For ease of advisement, as well as adequate time for processing applications, the 15th of the appropriate months as stated above serves the students, the program administrators, and the admission specialists well.

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

By adopting the same admissions deadline, students will hear a consistent message and therefore not be confused as to when to submit appropriate materials. This will also help advisors deliver the same message when advising students on a path to success.

8. 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:

The OWG would like to see consistency in the communication sent to the student and sees this as a way to ensure no student gets lost in the mishandling of messaging.

9. 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 admission: programs:

The OWG believes this recommendation supports the mission and vision of the New Albany State University that is committed to providing access to any citizen seeking a path to education, career enhancement, or personal enrichment.

Approved, with suggested revision of the last phrase of the recommendation to “students who are not eligible for regular or provisional admission may be ADVISED to enroll in a non-degree program.” FF

10. Recommends that no more than nine (9) graduate hours earned in non-degree status may be counted toward a degree program; the courses may not be more than six-years old:

The OWG believes this is supported by best practices in graduate study.

It would be helpful for the group to articulate the “best practices in graduate study” that support this recommendation.

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

(reviewed & supported by Tau Kadhi and from Funke Fontenot):

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:

Once consolidation is officially effective in January 2017, DSC will no longer exist, but its accredited programs are expected to continue to operate in the new ASU. In the case of nursing accreditation, issues of nursing program consolidation and ACEN accreditation consolidation for DSC and ASU need resolution in the consolidated institution. All program accreditation agencies should be notified of the DSC-ASU consolidation and provide instruction back to program administrators as to what more, if anything, needs to be done to maintain program accreditations in the new ASU. In most cases, notification of the institutional consolidation should be sufficient to maintain program accreditations in the new ASU. In some cases such as nursing, additional reviews may be required to maintain program accreditation. OWG #19 has proposed the creation of a consolidated administrative support unit that will not only oversee SACSCOC accreditation, but will also maintain the ASU database of program accreditations in the new ASU. SACSCOC accreditation requirements include periodic reporting on the status of all program accreditations. Many of these formal notifications of program accreditation agencies have already been made or are underway. The results need to be assembled for the Institutional Summary Form that accompanies the Compliance Documentation for the Substantive Change Committee visit later in 2017.

2. Recommends that the new Albany State University uses the attached curriculum approval process:

Albany State University and Darton State College each have curriculum approval processes in place. Both processes were reviewed and consolidated into a new process that promotes shared governance.

Curriculum Approval Routing Process for the new ASU (July 18, 2016)

Originator

- Confers with others within the discipline and department within which courses will be taught
- Submits to the department chair* for review and discussion

Department Chair

- Reviews the proposal and seeks consultation as appropriate
- May not necessarily agree with the proposal but will ensure that all necessary information is provided and forms are filled out correctly
- Forward to the department curriculum committee**

Department Curriculum Committee (should be a standing, elected committee)

- Originator and/or department chair should attend to answer questions
- May send proposal back to chair for more information if needed
- Dean or designee may serve as ex-officio member
- Committee chair will sign and forward decision to the dean (decision may be positive, negative, or request for more information from chair)

Dean

- Dean reviews and seeks consultation as appropriate
- Dean will sign and forward to the Academic Review Committee, cc'ing VPAA

Academic Review Committee (standing committee by position)

- Dean will present to the committee
- ARC will include representation from institutional effectiveness, financial aid, online learning, registrar, enrollment management, VPAA office, and deans (others invited as needed)
- Meeting will be open to all faculty
- Originator and/or department chair may present answers to ARC questions
- This body will only address issues related to their areas such as online delivery methods, accreditation, impact on enrollment, etc. All content issues will be relegated to the department curriculum committee or faculty curriculum committee.
- Academic Review Committee chair will sign and forward to Faculty Curriculum Committee



Faculty Curriculum Committee (standing committee by appointment of the Faculty Senate)

- Originator, chair, or dean should attend to answer questions
- Committee chair will sign and forward positive decision and to the Faculty Senate cc'ing VPAA (decision may be positive or negative)
- May send proposal back to department curriculum committee for more information if needed



Faculty Senate

- Senate votes on proposal(s) – final campus approval
- Senate President signs Curriculum Proposal Transmittal Sheet and forwards to VPAA
- Publication of Senate minutes provide campus notification

Provost/VPAA

- Notifies dean and ARC members if approved
- Provides notice of other approvals needed (SACSCOC, USG etc.)
- Executive assistant provides other necessary forms and submits to external bodies as needed

*For programs without chairs, the dean will be responsible for the chair duties in the process. The dean may delegate these duties to a program director or other senior member of a school's faculty.

Curriculum Transmittal Form

This form should serve as the cover and routing page for all program and/or course proposals, including revisions and terminations. In addition to this cover page, the originator of the proposal should attach all required forms and appendices.

School	Department
Program	Course

Action Course related Program related
 New program Revision Deactivation Termination

Originator

Name	Signature	Date
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Department Chair / Program Director

Name	Signature	Date
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Departmental Curriculum Committee Chair

Name	Signature	Date
Circle one: Approve Disapprove		

Dean

Name	Signature	Date
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Academic Review Committee Chair

Name	Signature	Date
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Faculty Curriculum Committee Chair

Name	Signature	Date
Circle one: Approve Disapprove		

Faculty Senate (signed by Senate President)

	Signature	Date
Circle one: Approve Disapprove		

Additional Information	
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Forwarded to the Registrar

Submitted by		Date
Signature		

Change made to Catalog

Submitted by		Date
Signature		
Changes Made		

I support the idea of a structure and approval routing process: FF. Note that the Provost has circulated a curriculum approval routing form that is being discussed by Leadership team.

3. 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:

An instructor’s syllabus for a course is an important detailed guide that explains to students what is expected for them to complete the course and earn a particular grade in that course. A standard set of information items and instructions applicable to all courses should appear in all syllabi to ensure that students are sufficiently informed about such common categories of information. While the Template’s common categories of information are standardized, they also accommodate the specific content of the syllabus that may be unique to the course and instructor. Required use of the ASU Course Syllabus Template will help ensure that syllabus content covers the basic and necessary information and instructions common to all courses as well as specific content that is unique to the course and instructor. Whether or not a substantial portion of a course is taught online or asynchronously, use of D2L as a course management tool for disseminating the syllabus to students is one of many ways D2L can facilitate efficient operations of any course’s activities and oversight. Note too that the Syllabus Template utilizes links to ASU policies published on the ASU website to ensure that the most up-to-date policy statements will be accessed by students as needed. Important policies that routinely affect all students in a course and their grades such as those involving Academic Dishonesty, Plagiarism, and Attendance are given more detailed attention in

the Syllabus Template than other important institutional policies, which are mentioned but tend to only affect a small segment of enrolled students. In addition, the OWG's concerns about clarifying D2L and RAMmail communications in a consolidated statement are resolved in the Template's required statement about such communications.

[Attach suggested ASU Course Syllabus Template which follows.]

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.

4. 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:

The Working Group recommends the new Albany State University implement a centrally managed, online course and instructor evaluation system as this is the most cost-effective and resource-efficient approach to conducting course/instructor evaluations. Such evaluations are particularly important in the context of assessment and data-driven decision making processes. A shift toward online evaluation is consistent with national trends. Under the direction of the ASU Provost, a representative committee should be formed to resolve in 2016-17 the remaining issues of how an online course/instructor evaluation system will be implemented at the new ASU, effective in Fall 2017.

5. Recommends that the new Albany State University create and maintain an Institutional Effectiveness 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:

Neither DSC nor ASU have strong Institutional Effectiveness procedures at the present time. Therefore, OWG 12 can not recommend that one or another should be followed for the future. However, it is extremely important to create and implement such processes immediately upon consolidation. As faculty are responsible for the curriculum, they must be considered the primary stakeholders in assessment of academic programs and curriculum.

Approved (subject modifications dictated by the new organizational structure with a VP for Institutional Effectiveness and Strategic Initiatives that reports directly to the President). FF

6. 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:

The Working Group has reviewed both Albany State University and Darton State College survey calendars and recommends the new Albany State University adopt the Albany State University report and survey calendar which includes reports and surveys appropriate for a four-year university with graduate programs. Reports and surveys completed and administered at DSC that are more appropriate for a two-year college will be discontinued following consolidation. Furthermore, institutional reports and surveys typically have little value or usefulness at the university when report and survey results are not analyzed and interpreted for their trends and meaning to the institution, nor used to achieve institutional improvement. Under such circumstances, reports and surveys may constitute forms of assessment, but they are assessments that do not lead to improved institutional effectiveness. The current SACSCOC emphasis on assessment relative to institutional effectiveness calls for the analysis and use of assessment results to achieve continuing institutional improvement, which is why the new ASU must do more than merely complete reports and administer surveys.

Due Dates	Surveys
Fall (Sept. – Oct.) Winter (Dec. - Feb.) Spring (Dec. – April)	Integrated Postsecondary Education Data System (IPEDS) 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

[OWG 14: Online Education:](#)

[OWG Co-Chairs: LaQuata Sumter & Renita Luck:](#)

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:

Currently there are applications that are in use on both campuses as well as those that are in use at one campus and not the other. A review of these applications to include academic need, use, and cost are required in order to ensure that critical applications are continued and there is no degradation of service to distance learning faculty, staff, and students or challenges presented with meeting accessibility and accreditation requirements.

OWG 17: Assessment of Institutional Effectiveness:

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:**

To ensure effective management of the new ASU's interrelated planning, assessment, research, improvement, and accreditation initiatives, a unified administrative support unit should be continued as was created at ASU, but was not unified at DSC.

Approved (subject modifications dictated by the new organizational structure with a VP for Institutional Effectiveness and Strategic Initiatives that reports directly to the President). FF

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:

The chief executive officer and/or the provost of the new institution should officially name and determine its executive leadership structure. Similar units at peer institutions report directly to either the president or provost, because of their institution-wide responsibilities that are central to the institution's overall effectiveness and accreditation.

Decision has already been made by the President.

3. Recommends that the unit head of the new, not yet named, assessment and planning administrative support unit serve also as the new ASU's SACSCOC Accreditation Liaison:

It is common practice for the head of the administrative support unit responsible for ensuring SACSCOC compliance and accreditation to also serve as the institution's accreditation liaison.

Approved (subject modifications dictated by the new organizational structure with a VP for Institutional Effectiveness and Strategic Initiatives that reports directly to the President). FF

4. 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:

Policies and procedures specific to institutional effectiveness are important for guiding the coordination of evaluation for improvement initiatives. Regional and national accreditation bodies expect to review an institution's written and published institutional effectiveness policies and procedures as well as documentation of said policies in action. This is particularly important for maintaining ASU's SACSCOC accreditation.

5. 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:

This will ensure production of a 2017 Progress Report on ASU's Interim Strategic Goals Attainment by the new IE administrative unit and the Cabinet's subsequent 2017 Action Plan for Improving ASU's Strategic Goals Attainment in the 2017-18 academic year. Creation of these evaluation documents will constitute important institutional follow-through on planned assessments described in Section 10 of the Consolidation Prospectus. Such documentation will also be vital for demonstrating compliance with SACSCOC CR 2.5 - Institutional Effectiveness, which is a key accreditation requirement that will be examined by the Substantive Change Committee during their campus visit to the new ASU in early fall 2017.

6. 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:

This recommendation is related to Recommendation # 5 and its justification. The new ASU will need to establish its first five-year Strategic Plan in order to be in full compliance with SACSCOC CR 2.5 –Institutional Effectiveness for the institution as a whole as part of its upcoming SACSCOC Reaffirmation of Accreditation Committee reviews in 2019-20. Creation and adoption of an institution's Strategic Plan usually take 12-18 months to complete. Therefore, initiation of the strategic planning process in 2017 is vital for generating compliance documentation that includes a current ASU 2019-2024 Strategic Plan which must be submitted to SACSCOC by September 2019. In the meantime, the new ASU will also have to document its compliance with CR 2.5 to the Substantive Change Committee in early fall 2017 and again in 2017-18 and 2018-19 for the Reaffirmation Off-Site and On-Site Review Committees in 2019-20. Most of this

compliance documentation will have to be created before ASU's 2019-2024 Strategic Plan is operational. Consequently, compliance documentation for the upcoming academic years will have to rely on ASU's new mission statement and the interim strategic goals described in Section 10 of the ASU-DSC Consolidation Prospectus.

Support recommendation but approval lies with the President.

7. 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:**

Demonstrating compliance with SACSCOC CS 3.3.1 requires the provision of “mature data” and evidence of improvement based on assessment results which typically necessitates the completion of at least two annual cycles of assessment for improvement reporting at the unit level. Follow-through on planned unit-level assessments as described in Section 10 of the Consolidation Prospectus is expected to avoid Reaffirmation Committee findings in 2020 of noncompliance with CS 3.3.1 and subsequent monitoring reports to SACSCOC until compliance is demonstrated. Completion of plans midway in 2017 for implementing assessment for improvement reporting at the unit level is vital for initiating these new assessments for improvement processes, beginning in 2017-18.

**Supported. Action will be dictated by the new organizational structure with a VP for Institutional Effectiveness and Strategic Initiatives that reports directly to the President.
FF**

8. 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:

Developing and implementing a CPR process and CPR calendar that simultaneously account for the needs of the institution, BOR, SACSCOC, and national program accreditations is an efficient method of managing IE processes involving comprehensive program review.

9. 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:

Citations of USG models for assessing Core Area learning outcomes have sometimes resulted in SACSCOC Committee findings of noncompliance in CS 3.5.1 at some USG institutions in past years. Core Area learning outcomes and their course-level assessments have not always been accepted as equivalent to expected assessments of "general education competencies" by SACSCOC peer evaluators. Different assessment plans may be needed to satisfy USG and SACSCOC expectations in this regard.

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

The current ASU has a subscription to Compliance Assist and is implementing the program and receiving training on its use. The majority of USG institutions use Compliance Assist and the principals assisting with the ASU-DSC consolidation are familiar with its capabilities.

OWG 18: First Year Programs:
(reviewed & supported by Cynthia Evers and Pat Ridgeway):

1. Recommends expanding First Year Programs into “First and Second-Year Programs”:

The success of First-Year Programs has led to research investigating the needs to sophomores. Sophomores tend to display these trends: low academic development, the lowest study time of all four years, and indecisiveness regarding academic direction, among other factors slowing progression. Second-Year Programs are a growing best practice in response to these needs.

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

A central location would offer efficiencies in staffing and communication, while support can be made available for those activities occurring on the other campus.

3. 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:

DSC developed such a textbook designed for its student body and serving the needs of those students. The textbook was a highly successful initiative that raised funds for the FYE and was adaptable as needs changed.

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

At the sophomore level, students need support both in maintaining academic engagement and in choosing direction. Most section of this course could be taught within the departments.

5. Recommends providing professional development for FYE and SYE Course Instructors:

Best practice suggests that instructors who receive training in helping students transition into the college environment are more successful in helping student achieve academic success and minimize indecisiveness (major changes and so forth).

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

Academic Advising and Retention (East Campus) piloted the CSI last year and continues to use the survey and to find it useful in understanding student needs.

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

Peer mentoring is a proven high impact practice, and students who have recently and successfully experienced the first year are a natural candidate pool.

8. Recommends expanding DSC's academic program in English as a Second Language to provide support across campuses:

DSC has consistently drawn ESL students to its campus. Once consolidated, the New U will draw those students to both campuses, and students will need access to support on each campus.

9. Recommends maintaining and expanding traditions such as candlelight dinner, passport initiative, and "conversations with professors":

Such "tent-pole" experiences provide necessary information in less formal situations and function to create the social bonds that act as a support for retention, as well as increasing student identification with the institution.

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

Learning Communities remain one of the most studied and successful high-impact practices for enhancing retention and progression. The "meta-major" concept expands the idea of the Learning Community to students within broad disciplinary categories (STEM, humanities, and so forth) and tailors the core curriculum to more closely support their academic and career goals while introducing students to peers with similar interests and the professors of their eventual upper-level courses earlier than is often the case.

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

A common experience is more efficient to run and establishes institutional values clearly.

12. Recommends maintaining foundations-level courses for Learning Support Students:

Given the blended function of the New U and its continued access mission, the foundations-level courses remain a vital tool in preparing many incoming students for college-level work.

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

These are research-proven, high-impact strategies that pay dividends in student retention and progression.

OWG 31: Recruitment:
(reviewed & supported by Tau Kadhi and from Funke Fontenot):

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

Though the campus visitation programs will remain distinct for students wishing to physically attend West or East campuses, a shared ambassador program is sought for both campuses. The same rationale will apply for students wishing to attend campus events such as open houses and receptions, i.e., hosted events will be inclusive of programming and activities for both East and West campuses.

OWG 37: Diversity & Inclusion (D&I), Programs & Activities:
(reviewed & supported by Rowena Daniels and Claudia Lyerly):

1. Recommends that a centralized office for D&I is established with its own dedicated staff, and budget. This office will serve as the institutional hub for research and planning for diversity related activities and programs:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D&I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

2. Recommends that the centralized office for D & I has an organizational structure that includes 1 Chief Diversity Officer who is a direct report of the President, 1 Director of Community Engagement, 1 Administrative Assistant, 1 Graduate Assistant, 1 faculty fellow, and 2 Student Workers:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin,

religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of diversity and inclusion.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

3. Recommends that state appropriated funds be used initially with the solicitation of additional funding through grants over time:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

4. Recommends that a D & I Standing Committee be established with its members tasked with identifying institutional initiatives relative to key populations and that members be appointed by the President:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to

be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

5. Recommends that an annual diversity report be published after the 1st year of establishing the centralized office for D & I:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

6. Recommends that a climate survey is completed within the first 6 months of establishing the D & I Office to provide key programming data related to attitudes, perceptions, needs, and gaps in services:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

7. Recommends that diversity training is coordinated through the centralized office for D & I:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

8. Recommends that partnering and programming collaborations are done with community organizations such as health entities and other colleges & universities to facilitate grant writing activities:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

9. Recommends that diversity initiatives, which evidence support of senior leaders, are incorporated into the institution’s strategic plan to promote collaboration between students, faculty, and staff:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

10. Recommends that diversity related scholarships & teaching awards are established through the centralized office for D & I:

Embracing diversity, a guiding principle of the “new” Albany State University, celebrates the uniqueness of every constituent and capitalizes on the collective strengths of all.

After a review of existing programming at both ASU and DSC OWG, #37 identified significant opportunities for the enhancement and/or integration of services that embraces diversity in all its forms including age, gender, identity, race, ethnicity, country of origin, religion, ability level, sexual orientation, and veteran status. Therefore, OWG #37 sought out programs which have been nationally recognized for exemplary performance in the area of D & I.

Insight Magazine recognized 92 higher education institutions for their best practices in the area of diversity. OWG #37 conducted an in-depth review of approximately 10 of these top institutions. As a result of the reviews, a number of practices were identified to be consistent across all institutions. These best practices were used to guide all the recommendations offered by OWG #37.

11. Recommends that annual conferences, speakers, and professional development series are conducted by the central D & I office:

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[OWG 65: Public Safety and Security:](#)
[\(reviewed & supported by Katherine Laster and John Clemens\):](#)

1. Recommends that the BOSSCARS Parking System being upgraded and equipped to be able to provide services for the West Campus (Darton):

The system is in need of new and updated palm pilots in order to keep up with the demand for services. Additional software maybe required.

2. 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:

There is also a need to find a larger space (location) for the Command Center to be relocated due to the need for space.

3. Recommends that police department receive 3 additional patrol vehicles to help meet the growing need for services, patrol, traffic, athletic game travels, etc.:

Several vehicles on both campuses have reached their maximum safety usage.

4. Recommends that additional server space be provided for in car video storage and GCIC Georgia Criminal Information Center) /NCIC (National Criminal Information Center):

This is what law enforcement uses to run criminal checks for traffic, background checks, investigations etc. We have been experiencing more than frequent shut downs or the system running slow. This is a big safety concern were the officers are out in the field trying to get information on a subject.

The video for the cars right now are stored on a computer at the PD. I would like to be able to see if the storage could run through a server or cloud.

OWG 67: Faculty Governance:
(reviewed & supported by Tau Kadhi and from Funke Fontenot):

- 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:**

It is important for the new institution to recognize the need for and the role of a faculty senate in the formation and approval of policy as well as an instrument for feedback for the institution. These represent the cornerstones of shared governance.

- 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:**

Both institutions currently have senates that meet the USG standards for Faculty Senates. They were designed using best practices and followed a model for representative, shared governance. There is much overlap and the two models need to be reconciled into one agreed upon rendition.

- 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:**

Both institutions currently have by-laws and constitutions that meet the USG standards for Faculty Senates. There is much overlap and the documents need to be reconciled into by-laws and a constitution that best represent the needs of the consolidated institutions

- 4. Recommends that the two faculty senates will merge in August 2017, with elections for the new faculty senate to be held in April 2017:**

Elections cannot be held until the by-laws and constitution have been written and made their way through the approval process. Apportionment cannot take place until the institution has approved the final draft of the organizational chart. Elections cannot be held without approved by-laws, constitution, and apportionment. This makes April an achievable goal. Since the summer semester lacks the presence of all fulltime faculty, the combined senate will convene its first official meeting in Fall 2017.

- 5. Recommends that faculty participation in shared governance must be properly recognized and rewarded:**

Serving on the senate is a commitment of valuable time and talent to the process of shared governance. Therefore, faculty who are voted by peers to represent them in this forum should have this service recognized as service to the institution. Faculty who

assume leadership roles should receive additional recognition and reward due to the contribution to the institution and the immense sacrifice of time.

The intent of the recommendation is a good one but it is vague in its expectations. What would be considered “additional recognition and reward” ? Approved. FF

6. Recommends that standing committees at both universities will be streamlined:

Committee work is the vital to the institution. DSC and ASU both have standing committees, some unique to each institution and some overlap. The committees that truly benefit the institution need to be retained and ones that have served their purpose, will not be carried over. There will always be an opportunity to make an ad hoc committee into a standing committee through a senate process.

[OWG 70: Club Sports, Intramurals, and Recreational Sports:](#)
[\(reviewed & supported by Cynthia Evers\):](#)

1. Recommend determining user/client requirements and eligibility criteria for ASU students, faculty, and staff:

Both campuses reviewed process and procedure and identified that there were challenges in determining user/client requirements and eligibility as it related to Club Sports, Intramurals, and Recreational Sports.

2. Recommend the consolidation of the two campuses’ club sports, intramurals, and recreational sports handbook and marketing strategies:

The Committee reviewed both process and procedures and found that east and west campus are very similar. We would like to build off of our similarities and unite with one handbook that will be available to the New ASU.

3. Recommends the consolidation of the two campuses’ unit structure and management:

The committee discussed the benefits of the two campuses combining into one unified structure to provide and maintain a seamless college experience. It is the goal that a successful integration will improve customer service, student retention, and reduce overall operating costs.

[OWG 71: Greek Life:](#)
[\(reviewed & supported by Cynthia Evers\):](#)

1. Recommends that Greek Life continues to be administered though the Office of Student Life and Activities for the new Albany State University:

Greek Life provides a multitude of opportunities for students both personal and professional.

2. Recommends that an updated Greek Life Handbook is created for the new Albany State University:

The committee reviewed the existing Greek Life handbook and determined that it needs to be updated and include information about various Greek organizations which include:

1. Interfraternity Council (IFC)
2. Multicultural Greek Council (MGC)
3. National Pan-Hellenic Council (NPHC)
4. Pan-Hellenic (PHC)
5. Collegiate Pan-Hellenic Council (CPC)

[OWG 78: Housing:](#)
[\(reviewed & supported by Cynthia Evers\):](#)

1. Recommends having one united housing requirement and policies for all students living in housing at any location of the new institution:

Our OWG has spent a good amount of time reviewing our current policies and practices across our institutions. We have identified that a united housing under one police and one code would be the most effect for our new institution. Our current two codes are very similar and would only take updates to make both documents identical.

2. Recommends that any “Districts” or “facility designations” naming or zoning be based on an assessment of the students’ needs before moving forward:

The current ASU East has had “Districts” in the past, that have functioned similar to “themed housing”. Before any decision is made on if these districts should return and in what capacity we are asking that there be evidence to support the creation/naming/and programming towards these themes.

3. Recommends that the operation and management of housing be combined as one unit:

It is recommended that the current ASU Housing and Residence Life Staff be combined with the current DSC Housing and Residence Life staff to develop a single, unified structure which will provide and maintain a seamless college experience for our students.

4. Recommends that marketing strategies be increased to make campus life more attractive to students:

We recommended having dedicated in-house staff members for the marketing of all on-campus housing. We also want to develop a distinct Identity and brand along with a logo and marketing collateral for Housing & Residence Life to set our housing apart.

5. Recommends (with the support of ITS) that StarRez be the one and only housing information system for the new university:

Both campuses currently own the StarRez platform. From our vetting this is the most appropriate option for our new institution. ITS has been very involved in this process and approves of us moving forward.