

2-1-17 RECOMMENDATIONS (CONSENT AGENDA)

OWG 9: Science:

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

2. 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
	ISCI 5564: Integrated Science Concepts	3
D: 6 hours	EDUC 5500: Educational Statistics	3
	EDUC 5502: Action Research	3
E: 3 hours	EDUC 5199: Orientation to Advanced Profession Education	0
	SPED 5501: Exceptional Child	3
		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 course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.	3
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	<p>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.</p>	3
ISCI 5500: Integrated Earth Science	<p>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 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</p>	3

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 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 5531: Integrated Physical Science II	<p>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.</p>	3
BIOL 5504: Ecology	<p>Lecture and laboratory activities in this course will emphasize the basic concepts and principles used in the study of the environment and ecosystems.</p>	3
BIOL 5506: Genetics	<p>Lecture and laboratory activities in this course will emphasize the basic principles and concepts of classical and molecular genetics in living organisms.</p>	3

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	<p>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 (Common Core GPS Literacy Standards. Candidates must earn a minimum grade of B</p>	3

	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: _____
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Address: _____	Date Admitted to Program: _____
City/State/Zip: _____	GPA Requirement Met (3.0 or higher) _____
Home Telephone: _____	Date Comprehensive Exam Passed: _____
Cell Telephone: _____	Expected Graduation Date: _____
Email: _____	Graduation Audit: _____
Advisor: _____	T-5 certification date issued: _____

*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

3. 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

4. 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			18 HOURS

[OWG 15: Retention, Progression, and Graduation:
\(reviewed & supported by Tau Kadhi & Funke Fontenot\):](#)

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:

These practices are designed to increase student success by utilizing predictive analytics to improve academic advisement, lower time to degree completion, eliminate excess credit hours, track all students for academic progression, engage MOWR programs, make improvements in teaching and learning, and mediate financial risks to degree completion.

The Committee reviewed both Complete College Georgia plans and discussed the creation of a unified plan that will have intentional strategies and practices to maximize student success.

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

Costly textbooks add to the already high cost of attending college, and may constitute an added financial burden that may affect the decision to stay in, stop out, or drop out of school. As such contain cost is critical to any retention and on time graduation plans.

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:

Costly textbooks add to the already high cost of attending college, and may constitute an added financial burden that may affect the decision to stay in, stop out, or drop out of school. As such contain cost is critical to any retention and on time graduation plans.

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:

The committee reviewed new student orientation program at both campuses, and recognized that it is critical that varied groups of students are formally introduced to all the New University has to offer.

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:

Professional development is the strategy used to ensure that educators continue to strengthen their practice. Creating a task force to produce a professional development plan will encourage retention, progression, and graduation for students.

**[OWG 19: General Education and Core Curriculum:](#)
[\(reviewed & supported by Tau Kadhi & Funke Fontenot\):](#)**

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

This two-hour requirement falls within the USG's guideline limits of 4 hours in PE activity/health courses outside Areas A-F. Also, with our two-hour orientation course,

we are still meeting the “above the core” limit of 5 hours. It is also important to note that with a huge portion of our students being enrolled in Health Science programs and with Georgia having the 19th highest adult obesity rate in the nation (adult obesity rate = 30.7, up from 20.6 in 2000), offering a health/wellness course will benefit our student body.

REMINDER:

[OWG 8 Nursing & Health Sciences:](#)
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

Recommends that OWG 19 (General Education & Core Curriculum) consider the following structure as the physical education requirement for graduation from the New Albany State University:

- **One required course **Principles of Health, Fitness, and Wellness (2 credit hours)***
- **Two activity courses (1 credit hour each)**
 - **Additional Swimming Competency: New freshman entering the University in the fall of 2017 must demonstrate the **swimming requirement* for graduation. A Swim Placement test will determine whether a student’s swimming skills are sufficient for graduation. If the student’s swimming skills are not sufficient, the student will be required to take a swimming class to count for one of the two required activity courses:**

When comparing our current requirements with those of other institutions within the University System of Georgia, this recommendation is aligned with similar requirements at 23 of our sister Colleges and Universities. After careful consideration, we agree that these requirements adequately reflect the pre-existing commitments of both Albany State University and Darton State College to diminish the dangerous health issues that plague our region and to improve the quality of life for all of those within our shared scope of influence.

*[*Please note: The content of the required 2-credit hour course and the swimming requirement will be determined during the implementation phase]*

Sent to OWG 19. OWG to work together on this recommendation.

[OWG 47: University Policy Merger and Handbook:](#)
(reviewed & supported by Rowena Daniels & Claudia Lyerly):

1. 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:

This recommendation is submitted to facilitate operational effectiveness and regulatory compliance for the new institution.

2. Recommends that all MOUs & MOAs are reviewed, revised and/or terminated by the appropriate unit and transitioned to the new institution:

This recommendation is submitted to facilitate operational effectiveness and regulatory compliance for the new institution.

3. 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:

This recommendation is submitted to facilitate operational effectiveness and regulatory compliance for the new institution.

4. Recommends that levels of signatory authority granted to senior administrators be reviewed by the cabinet:

This recommendation is submitted to facilitate operational effectiveness and regulatory compliance for the new institution.

5. Recommends that all agreements with cooperative organizations are reviewed, dissolved, merged and/or re-purposed within the new institution:

This recommendation is submitted to facilitate operational effectiveness and regulatory compliance for the new institution.

[OWG: 73: Registered Student Organizations:
\(reviewed & supported by Cynthia Evers\):](#)

1. Recommends consolidation of similar RSOs from both campuses:

Eliminate duplication of RSOs. Increase student involvement based upon specific interest and purpose.

2. Recommends combining current RSOs categories from both campuses:

Eliminate duplication of RSOs. Increase student involvement based upon specific interest and purpose.

3. Recommend a unified Manual for RSOs:

Develop one Manual as the primary source of policies, procedures, and practices for RSOs.

4. Recommend combining current polices for governing RSOs:

Create one RSO Manual with combined policies.

5. Recommends developing a unified process in alignment with the current Student Code of Conduct:

Ensure RSOs receive due process.

6. Recommends combining current procedures for serving as advisors for RSOs:

Each RSO will have a full-time faculty or staff advisor.

7. Recommends combining OrgSync platforms from both campuses:

One central database to manage RSOs.

[OWG 74: Student Government Association:
\(reviewed & supported by Cynthia Evers\):](#)

1. Recommends combining the Constitution and Bylaws from each institution:

We will pull parts from each institutions constitution and bylaw that best fits the SGA of the new university.

2. Recommends expansion of SGA:

We recommend this because with two universities consolidating the population will grow. We want the representation of both campuses and students to be equal so that all decisions and motions will be in favor of all.