9-22-16 RECOMMENDATIONS (CONSENT AGENDA)

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

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

BUSA 2101: Survey of Computer Applications: An introduction to computers and computer applications at a level appropriate for basic academic and professional needs. Prerequisites: None:

The OWG for the core curriculum will recommend that CISM 2201 no longer be offered in Area B. CISM 2201 is required in some programs (Legal Assistant and five healthcare) but is recommended for Area B in nearly all other healthcare programs including Nursing. It is also one of the few classes students can take while in both English and Math foundation-level learning support classes. To allow all healthcare students to take the class, we propose changing it to a BUSA prefix so it can be used as an Area F elective in all healthcare programs. (CISM 2201 has always been a Business class; prior to the CISM prefix it was BUAD for Business Administration.) The name change is to avoid confusion with ASU's BISE 2010 (Fundamentals of Computer Applications) which will have a Business-emphasis and be required in Area F for Business majors. In fall 2015 there were 14 sections of CISM 2201 with 348 total students.

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

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

Introduction to Business has a standard prefix/number (BUSA 1105) and description per USG policy (ref: http://www.usg.edu/academic_affairs_handbook/section2/C738). The prerequisites are to assure students complete or exempt foundation-level remediation before taking the class. This is necessary to assure students have the skills to be successful in this class.

(NOTE-KH): that the rationale appears to answer a different question regarding pre-requisites rather than the value added of changing the specific course number.)

4. Recommends that DSC's BUSA 1100 Financial Planning and Investment Management (2,0,2) be replaced with BUSA 2100 Personal Financial Planning and Investment Management (3,0,3). The content of the course will be enhanced, covering additional areas

to justify it as a 3-credit course. The new course number and title would be transferred to the new ASU:

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

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

The OWG for the core curriculum will recommend that BUSA 1100 no longer be offered in Area B reducing its demand as a two-credit course. The committee believes the course is worth keeping and should be expanded to a three-credit elective. In fall 2015, there were four sections of the class with 85 total students.

5. Recommends deactivating the DSC certificate programs in Management and Advanced Management:

These programs and their classes have very little demand causing cancellation of most classes for several years. None of the courses specific to these certificates were offered in spring, summer, or fall 2016. Moreover, nearly all DSC lower-level management courses are to be eliminated in favor of upper-level classes currently offered at ASU.
Currently there are no students enrolled in either program.

6. Recommends that the following DSC courses be discontinued:

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

BUSA 2240 Principles of Marketing	**MKTG 3120**	**Discontinue DSC course**
BUSA 2250 Retail Management	**MKTG 4140**	**Discontinue DSC course**
BUSA 2255 Personal Selling	**MKTG 3130/2132**	**Discontinue DSC course**

Most of these courses were only used in the Management and Advanced Management certificates which are to be deactivated. Additionally, as shown above, nearly all these topics are covered at a more-advanced level in existing ASU upper-level classes.

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

NEW ASU BUSINESS AREA F (18 credit hours)		
Required Classes - 15 hours		**Hrs**
ACCT 2101	**Principles of Accounting I***	**3**
ACCT 2102	**Principles of Accounting II***	**3**
ECON 2105	**Principles of Macroeconomics (if not taken in Area E)***	**3**
ECON 2106	**Principles of Microeconomics***	**3**
BISE 2010	**Fundamentals of Computer Applications**	**3**
***ACCT 2101, 2102 and ECON 2105, 2106 are required by BOR**		
Elective(s)**		
BUSA 1105	**Introduction to Business**	**3**
BISE 2040	**Communications for Management**	**3**
****If ECON 2105 taken in Area E, take both electives, otherwise, take one.**		

This aligns with the Area F recommendations of the Regents' Advisory Committee which allows additional electives if students choose to take ECON 2105 in Area E (ref: http://www.usg.edu/assets/academic_programs/areaf/bus_Business_Administration.pdf).

9. Recommends adding the program Associate of Science in Business Administration:

A two-year standalone program in Business Administration would meet community needs and represents a unified course of study. The Associate of Science in Business Administration would replace DSC's Associate of Science Degree in Core Curriculum program of study for Business Administration. Its area F will be same as recommended for all other Business programs as shown below:

NEW ASU BUSINESS AREA F (18 credit hours)		
Required Classes - 15 hours		**Hrs**
ACCT 2101	**Principles of Accounting I***	**3**
ACCT 2102	**Principles of Accounting II***	**3**
ECON 2105	**Principles of Macroeconomics (if not taken in Area E)***	**3**
ECON 2106	**Principles of Microeconomics***	**3**
BISE 2010	**Fundamentals of Computer Applications**	**3**
ACCT 2101, 2102 and ECON 2105, 2106 are required by BOR** **Elective(s)*		
BUSA 1105	**Introduction to Business**	**3**
BISE 2040	**Communications for Management**	**3**
****If ECON 2105 taken in Area E, take both electives, otherwise, take one.***		

OWG 9: Science:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

FOSC - Forensic Science

FOSC 2100K - Intro to FOSC (3-2-3)
This course is designed as an introductory course for those who wish to pursue a career in forensic science. Course is an overview of investigative techniques and methods used in the crime laboratory to analyze physical evidence. Course will also provide lab exercises in the metric system of measurement, general crime scene investigative techniques, and methods of scientific analysis used in crime laboratories. No Prerequisite
Offered: Fall and Spring.

FOSC 2110 - Survey of Forensic Science (3-2-3)
This course will enlighten students with the basic principles and uses of forensic science in the criminal justice system. This course will review the basic applications of forensic science fields in crime reconstruction. The outcome of the course will include students gaining basic understanding of the importance and limitations of the forensic sciences in solving crime. No prerequisite
Offered: Spring.

FOSC 2120K - Forensic Photography (3-2-3)
Designed as an introductory course in forensic photography, the history of photography will be presented. Technical aspects of exposure, images characteristics, and crime scene and evidence documentation will be introduced and projects will be used to apply these techniques. A final crime scene project with a presentation using photographs generated in the project will be used to show how photographic documentation can be used as an investigative and analysis technique in the reconstruction of a crime scene. Pre requisite FOSC 2100
Offered: Fall

FOSC 2130 K- Crime Scene Invst & Recon I (3-2-3)
This course is intended to familiarize students with the basic principles of Crime Scene investigations and reconstruction through Crime Scene Unit, Crime Scene Protocol, Crime Scene Evidence Collection and Crime scene interpretations. Prerequisite FOSC 2100
Offered: Spring

FOSC 2140K - Crime Scene Invest & Recon II (3-2-3)
This course will present opportunities to learn more principles in crime scene investigation including crime scene processing, crime scene Evidence Classification collection methods and crime scene reports. The course will go in debt and much more beyond what is presented in Crime Scene Investigation and Reconstruction I. Prerequisite FOSC 2130
Offered: Spring

FOSC 3020 K- Forensic Microscopy of Trace (3-3-4)
Light microscopy of trace evidence including, contrast, resolving power and illumination; interference, phase and fluorescence microscopy; microscopy with polarized light, birefringence and crystal structure; dispersion staining; photomicrography; fibers, minerals, and residues. Prerequisite: PHYS 2221K and PHYS 2222K Or PHYS 1111K and PHYS 1112K
Offered: Fall

FOSC 3030 - Criminal Evidence/Court Proc (3)
Consideration of laws of criminal evidence, rules of search and seizures, chain-of-custody, admissibility, opinion and hearsay, etc., and the mechanics of trials. Prerequisite: CRJU 1100 and FOSC 2100.
Offered: Fall

FOSC 3100K - International Forensic Sci DNA Typi (3-2-3)
This course consists of lectures that review in some detail the history, scientific principles, forensic applications and practice of DNA typing and databases in different countries. This course will teach students about different DNA typing technologies and databases and their international usage and variations. DNA typing provides information on genetic variations in all forms of life and molecular level which can be used in forensics, clinical diagnostics and evolutionary biology among many fields. This course

will also examine the roles and activities of international, regional and national organizations in the promotion and exchange of DNA database technologies and information.
Prerequisite FOSC 2100, and BIOL 2111K
Offered: Fall

FOSC 3200K - Bio-Terrorism & Biotechnology (3-2-4)
This course was designed to help internalize the ASU Forensic Science program curriculum. The course is concerned with the scientific issues and nature of current and future threats posed by Bioterrorism and the connection between Biotechnology and bio-defense. The scientific theme and scope are international and involve showing how different countries, multinational companies and transnational organizations are active in the fields of Biotechnology and impacted by issues relating to Biotechnology and Bioterrorism. Prerequisite: FOSC 2100, BIOL 2111K Offered: Spring.

FOSC 4040K - Forensic Serology/DNA Tech I (3-2-3)
Practices of search, collection, preservation, and identification of blood and body fluids as wet or dry stains; immunologic typing of blood; DA- typing and electrophoresis, and laboratory report.
Distribution: Forensic Technology/Technician. Prerequisite: BIOL 2111K, CHEM 1212K, and CHEM 3250 K
Offered: Spring.

FOSC 4050K - Forensic Chemistry (3-3-4)
Theory and practice of quantitative chemical analysis, chemical spectroscopy and instrumental methods of analysis: U.V., visible and infrared (IR) spectrophotometry, Fourier transform IR, florescence and fluorometry, atomic absorption and emission, Raman NMR, mass- spec., for structures and molecular stereochemistry; chromatographic methods of separation- TLC, HPLC, and GC. Laboratory report. Prerequisite: CHEM 2302K or CHEM 2302 and CHEM 2351K or CHEM 2351.
Offered: Fall

FOSC 4060K - SEM-EDAX of Trace Evidence (3-2-3)
Practice of scanning electronic microscopy with energy-dispersive X-rays for physical and elemental characterization of trace evidence, including gunshot residue particles, image processing and automation. Laboratory report. Prerequisite: FOSC 3020. PHYS 1111K and PHYS 1112K
Offered: Spring.

FOSC 4080K- Forensic Serology/DNA Tech II (3-2-3)
Laboratory practice of confirmatory tests for traces of bloodstains and semen stains; electrophoresis of blood enzymes and blood grouping, advanced DNA-typing, etc., and Lab report. Prerequisite: BIOL 2111K, and CHEM 1212K
Offered Spring

FOSC 4090K - Controlled Substance/Toxicology (3-2-3)
Theory and practice of controlled substance identification GC-MS, HPLC, TLC, and infrared spectroscopy (IR/ FTIR), and detection of alcohol toxication by breath testing. Laboratory report. Prerequisite: CHEM 2302, and CHEM 3250 or CHEM 2351
Offered: Fall

FOSC 4120K - Electron Optics, EM/Quant Anal (3-2-3)
An introduction to electron microscopy, optical designs of SEM, TEM, HVEM and STEM, and to microanalysis with wave length dispersive, energy-dispersive, and X-ray fluorescence spectrometers. SEM-EDX practice and laboratory report. Prerequisite: 0-3 credits. Prerequisite: FOSC 4060.
Offered: Spring

FOSC 4130 - Expert Witness at Mock Trial (2)
Consideration of place of expert's in dispute resolution, cases that require expert testimony, pre- trail preparations, rules of evidence, articles and exhibits, courtroom demeanor, participation at criminal mock trials and offer expert testimony. Prerequisite: FOSC 3030 and CRJU 1100.
Offered: Fall

FOSC 4140K- Fingerprint Technology (2 – 2-2)
Practice of fingerprinting: identification and development of latent fingerprints, enhancements by laser, automated identification system, image processing and the expert fingerprint witness. Prerequisite: FOSC 2100 and FOSC 2000 or FOSC 2100.
Offered: Fall

FOSC 4150K- Evident Proc/Med Tech/Nur/Para (2)
Practice in evidence protection and collection: biological and medical evidence and controls to be collected, injuries to be photographed, legal and scientific requirements of packaging and storage, writing medical report and assisting, the coroner, rules of evidence and expert witness. Laboratory report. Prerequisite: FOSC 3020 and FOSC 2130.
Offered: Spring.

FOSC 4170K - Ballistics of Firearms/Tool mark (3-2-3)
Theory and practice of the physics of interior, exterior, and terminal ballistics as applied to identification of fire arms, bullets, and casing, primer and powder, gunshot residue formation and deposition, pellet distribution, muzzle-to-target distance and bullet wounds. Lab report. Prerequisite: FOSC 2100, FOSC 3020
Offered: Spring.

FOSC 4201K - Evidence Analysis/Research I (3-2-3)
On-campus research and evidence examination or Internship I to generate crime laboratory proficiency and competence in defending to witness in the presence of judges in a moot court. Prerequisite: Graduating Seniors only
Offered: Fall & Spring.

FOSC 4999 - Senior Capstone Seminar (3)
This course involves establishing students' understanding of ethics, quality control and assurance and their being able to explain, analyze and apply their knowledge of these topics. The course also reviews laboratory techniques and field practice in the forensic science field as well as certain of the forensic science professional literature. Preparation of application materials for Forensic careers and the review and exercise of their forensic knowledge gained during the degree program may also be done based on time and inclination of students. Prerequisite Graduating seniors only.
Offered: Fall & Spring.

2. Recommends that the following Biology Course Description and Check Sheet be used for new ASU:

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

BIOLOGY - BACHELOR OF SCIENCE DEGREE

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

COURSE DESCRIPTION

BIOL 1100K - Human Anatomy & Physiology for the Health Care Professional (4 credit: 3.2.4)[1]
This course is a survey of general principles of human anatomy and physiology with an emphasis on medical applications. It is restricted to students in Health Science programs

or requires the consent of the Division Dean. Laboratory exercises supplement the instruction material. **Course Pre-requisite**: READ 0099, ENGL 0989 or satisfactory English scores to place into co-requisite remediation or higher

BIOL 1110K - Introduction to Environmental Biology (4 credit: 3.2.4) [1]
This course uses an interdisciplinary approach to contemporary environmental problems for students not studying in science. Laboratory exercises supplement the lecture material. **Course Pre-requisite**: None

BIOL 1111K - Introduction to Biological Sciences I (4 credit: 3.2.4) [1]
A course designed for non-science majors that emphasizes fundamental concepts of the cell (i.e. cell structure and function, mitosis and metabolism), and plant anatomy and physiology through the use of lectures, audio visual aids, selected laboratory experiments, and demonstrations. **Course Pre-requisite**: Completion or exemption of all learning support requirements.

BIOL 1112K - Introduction to Biological Sciences II (4 credit: 3.2.4) [1]
A course designed for non-science majors that emphasizes human anatomy and physiology, classical and molecular genetics, evolution, ecology, and surveys the plant and animal kingdoms through lectures, audio-visual aids, selected laboratory experiments, and demonstrations. **Course Pre-requisite**: BIOL 1111K

BIOL 1801 – Science Career Exploration (1 credit: 1.x.1) [1]
This course is designed to introduce students (majors and non-majors) to the diverse career opportunities in the biological, biomedical, chemical and related sciences. **Course Pre-requisite**: None

BIOL 2000 - Foundation of Research I: Critical Reading of Biomedical Literature (1 credit: 1.x.1) [1]
This course is the introductory course of the research track designed for biology majors to gain competence as biomedical scientists. The goal of this course is to introduce students to the various types of research literature (primary, secondary, articles for the public, etc.) for developing competence in the use of literature sources. A necessary part of the course is learning how to search for relevant biomedical literature. Students will use common electronic search engines such as PubMed, SciFinder Scholar, Web of Science, MedLine, Psychology Abstracts, and Science Citation Index etc. to gain experience and generate an annotated bibliography of references pertinent to his/her research project. **Course Pre-requisite**: None

BIOL 2001 - Introduction to Research (2 credit: 1.2.2) [1]
This course is designed specifically to teach students pursuing degrees in health professions the basic principles of performing a scientific research project. Each student will identify a problem, perform a literature search, design and perform an experiment, analyze data and present the results. **Course Pre-requisite**: BIOL 1111K, CHEM 1212K, PHYS 1112K or consent of Division Dean.

BIOL 2107K - Principles of Biology I (4 credit: 3.3.4) [1]
Biology I is the first part of a two course sequence required for students majoring in Biology. Designed specifically for the Biology major, discussions will include the chemistry of macromolecules in biological systems, cell structure and function, membrane structure and function, energy and metabolism, photosynthesis, cell communication, mitosis and meiosis, DNA structure, transcription and translation. Laboratory exercises supplement the lecture material. **Course Pre-requisite**: Completion of English composition I with C or better or exemption of all learning support requirements - (Only for BIO Majors)

BIOL 2108K - Principles of Biology II (4 credit: 3.3.4) [1]
Biology II is the second part of the two course sequence required for students majoring in Biology. The two course sequence is designed to give students a broad foundation in the biological sciences that will enable them to pursue advanced courses in the biology curriculum. The continuity and diversity of life, evolution and activities of plant and animal life and its environment will be discussed. Emphasis will be placed on the following topics: classical and molecular genetics, organic evolution, plant and animal reproduction, human anatomy and physiology, ecology and environment. Selected laboratory exercises are used to emphasize the continuity, evolution and activities of plan and animal life which includes classical and molecular genetics, organic evolution, plant and animal reproduction, human anatomy and physiology, ecology and the environment. **Course Pre-requisite**: BIOL 2107K

BIOL 2211K - Introduction to Microbiology (4 credit: 3.3.4) [1]
This is a general course in microbiology designed for Nursing majors or non-biology majors which discusses the fundamental principles of the different types of microorganisms associated with organismal pathology, genetics, immunity, and disease control are included. Laboratory exercises supplement the lecture material. Select laboratory exercises will provide the basic skills and tools necessary in staining, culturing and the identification of different types of microorganisms associated with disease. **Course Pre-requisite**: BIOl 1100K and Chem 1151K or BIOL 1111K or BIOL 2107 or BIOL 2411K (For non-science major).

BIOL 2240 - Foundation of Research II: Formulating Hypothesis Driven Research and Ethics of Research (2 credit: 2.x.2) [1]
This is the second course for the research track to build student confidence in formulating hypotheses and designing experiments. To ensure that students think ethically when doing so, this course also includes an introduction to the ethical issues that arise in research. Through case studies and review of literature, the course will present hypothesis-driven research from diverse areas related to biomedical science. **Course Pre-requisite**: BIOL 2000 or permission of the Instructor.

BIOL 2250 – Responsible Conduct of Research (2 credit: 2.x.2) [1]
This course is designed to provide an introduction to the basic concepts required for the responsible and ethical conduct of students engaged in undergraduate research. Topics will include lab safety, conflict of interest, data management, data sharing, authorship,

animal welfare and policies involving use of human and animal subjects. **Course Pre-requisite**: BIOL 2107K.

BIOL 2311K – General Botany (4 credit: 3.3.4) [1]
An introduction to the study of the plant kingdom with emphasis on plant structure and function, reproduction and heredity. **Course Pre-requisite**: BIOL 2108K.

BIOL 2320K - Laboratory Research Techniques (3 credit: x.3.3) [1]
This course provides students hands-on training in cutting-edge techniques, technologies, and equipment that are essential for conducting general and biomedical research. It contains four modules: Basic Lab Skills, DNA, Protein Techniques and Instrumental Methods in Chemistry. Students learn experimental techniques including reagent preparation, pipetting, DNA isolation, protein purification, Agarose Gel Electrophoresis, SDS Gel Electrophoresis, conventional PCR, cell culture, Western blot, ELISA, chromatography (GC-MS) and spectroscopy (FT-IR, NMR, UV-Vis). **Course Pre-requisite**: BIOL 2107K or CHEM 2112K.

BIOL 2330 - Principles of Epidemiology (3 credit: 3.x.3) [1]
This course is the first of two courses offered for students pursuing the track in public health. Principles of Epidemiology provides an overview of epidemiology methods used in research studies that address disease patterns in community and clinic-based populations. Topics covered include distribution and determinants of health-related states or events in specific populations and application to control of health problems. **Course Pre-requisite**: BIOL 2107K.

BIOL 2411K - Human Anatomy & Physiology I (4 credit: 3.3.4) [1]
BIOL 2411K is designed as an introductory course in human anatomy and physiology. Discussions include fundamental concepts related to the gross and microscopic structure and functional relationships of the integument, bones, muscles, nerves and endocrine organs. Laboratory exercises supplement the lecture material. **Course Pre-requisite**: Completion or exemption of all learning support requirements.

BIOL 2412K - Human Anatomy & Physiology II (4 credit: 3.3.4) [1]
This course is a continuation of human anatomy and physiology I (BIOL 2411). Discussion will focus on the structure and functions of body systems (endocrine, cardiovascular, lymphatic, immune, digestive, respiratory, urinary and reproductive). Laboratory exercises supplement the lecture material. **Course Pre-requisite**: BIOL 2411K or BIOL 2108K.

BIOL 2501 - Introduction to Biomass (2 credit: 2.x.2) [1]
As the introductory course for students in the bioenergy track, this course is designed to introduce students to the source of bioenergy, which is biomass. Topics include defining biomass, sources of biomass, processing biomass, uses of biomass, and the role of environment and pollution in biomass production. **Course Pre-requisite**: BIOL 2107K

BIOL 2601 - Introduction to Foodborne Diseases (3 credit: 3.x.3) [1]
This course is one of the two courses offered for students completing the track in food safety. This is an intermediate level course, which will introduce students to the major pathogens associated with foodborne diseases, their epidemiology, and approaches to outbreak investigation and control of foodborne illness. **Course Pre-requisite**: BIOL 2107K

BIOL 2702K – Fundamentals of Biotechnology (4 credit: 3.3.4) [1]
A course designed to illustrate the current rise in biotechnology and explore its possible applications in plant, animal, biomedical, societal and global environments. Basic concepts of gene and recombinant DNA technology and laboratory on biotechnology research techniques is included. **Course Pre-requisite**: BIOL 2107K.

BIOL 3101K – Environmental Biology (4 credit: 3.3.4) [1]
Environmental Biology is an interdisciplinary science that integrates the disciplines and sub-disciplines of biology, chemistry, social sciences, technology, business, law, ethics, philosophy, morality, aesthetics and government. Environmental Biology analyzes the effects and subsequent impact of man's activities on Earth's ecosystems as related to issues of personal and community health. Laboratory exercises supplement the lecture material**. Course Pre-requisite**: BIOL 2108K.

BIOL 3103 - The Fundamentals of Bioenergy (3 credit: 3.x.3) [1]
This course expands upon the concepts introduced in BIOL 2501. The course introduces students to the application of biomass in the bioenergy field. Topics include defining bioenergy, sources of bioenergy, and the social, political and economic effects of using bioenergy**. Course Pre-requisite**: BIOL 2501.

BIOL 3201 - Fundamentals of Public Health Nutrition (2 credit: 2.x.2) [1]
This course is one of the two courses offered for students completing the track in food safety. This course will provide an introduction to Public Health Nutrition and the role of the Public Health Nutrition professional. Emphasis will be on definition, identification and prevention of nutrition related disease, as well as improving health of a population by improving nutrition. Malnutrition will be discussed on a societal, economic, and environmental level. It will include the basics of nutritional biochemistry as it relates to malnutrition of a community and targeted intervention. Finally, it will review existing programs and policies, including strengths, weaknesses and areas for modification or new interventions. **Course Pre-requisite**: BIOL 2701K.

BIOL 3250K/ CHEM 3250K - Biochemistry (4 credit: 3.3.4) [1]
The student examines the structure, function, and metabolism of carbohydrates, amino acids and proteins, lipids, and nucleic acids in this course. Topics include bioenergetics, enzyme kinetics, photosynthesis, and the interdependence of the various metabolic pathways of intermediate metabolism. **Course pre-requisite**: CHEM 2302

BIOL 3311K - Introduction to Natural Resources (3 credit: 2.2.3) [1]
Lecture and laboratory activities in this course are designed to introduce students to the problems of population, resource availability and environmental quality. Aspects of air, water resource problems, conventional sources of energy, and food and land resource issues will be considered in the course. **Course Pre-requisite**: BIOL 2107K and CHEM 2112K or permission of instructor.

BIOL 3316K - Sources/Use of Plant/Wildlife (3 credit: 2.2.3) [1]
Lecture and laboratory activities introduce the student to the ways plant and wildlife resources have been used throughout history and studies their importance in food production and non-edible production utilization. **Course Pre-requisite**: BIOL 2108K.

BIOL 3320K - Principles/Techniques in Water Resource Services (4 credit: 3.3.4) [1]
Lecture and laboratory activities introduce the student to the procedures needed to examine water over a wide quality of ranges, including water suitable for domestic or industrial supplies, surface water, and treated and untreated municipal or industrial wastewater. **Course Pre-requisite**: BIOL 2108K.

BIOL 3333K – Microbiology and Application (4 credit: 3.3.4) [1]
A general course in microbiology specifically for Biology majors. Lecture and laboratory activities emphasize the fundamental concepts of the different groups of microorganisms as related to applications in human, animal and plant health, environment, industry, technology and biotechnology. The course will cover Archaea, bacteria, protists, fungi, viruses, parasites, algae and other microbial groups. **Course Pre-requisite**: BIOL 2107K or BIOL 2108K

BIOL 3401K - Introduction to Histology (4 credit: 3.3.4) [1]
Lecture and laboratory activities introduce the study of tissues with emphasis placed on light microscopic preparations. **Course Pre-requisite**: BIOL 2107K or BIOL 2108K

BIOL 3501K – Principles of Genetics (4 credit: 3.3.4) [1]
Lecture and laboratory activities introduce the study of the classical and modern concepts of heredity in plant and animal systems. **Course Pre-requisite:** BIOL 2108K

BIOL 3506 - Bioinformatics (3 credit: 3.x.3) [1]
This course is designed to help students master the DNA analysis tools and resources to study the functions of genomics, understand the gene identity, and facilitate the analysis and presentation of molecular and biochemical data. **Course Pre-requisite**: BIOL 2702K or BIOL 2107K.

BIOL 3611K – Medical Mycology (4 credit: 3.3.4) [1]
Lecture and laboratory activities are designed to acquaint students with select fungal groups that cause human disease. **Course Pre-requisite**: BIOL 2108K.

BIOL 3701 - Current Issues & Topics in Biotechnology (2 credit: 2.x.2) [1]
This course is to familiarize the students with some of the frontier areas of biotechnological applications where a huge scope for further contributions for betterment of the society exists. This course will allow students to gain theoretical and practical, hands-on knowledge of both commonly used and some specialized laboratory instruments, as well as preparation of common solutions, reagents and methodology. **Course Pre-requisite**: BIOL 2702K.

BIOL 3801 - Environmental Health Concepts in Public Health (2 credit: 2.x.2) [1]
As the second course for student's pursuing the track in public health, this course provides a survey of major topics of environmental health. Topics include sources, routes, media, and health outcomes associated with biological, chemical, and physical agents in environment; effects of agents on disease, water quality, air quality, food safety, and land resources; current legal framework, policies, and practices associated with environmental health and intended to improve public health. **Course Pre-requisite**: BIOL 2330.

BIOL 3901 - Pathophysiology (3 credit: 3.x.3) [1]
This course discusses the fundamentals of human diseases, with emphasis on anatomical, physiological and clinical processes. **Course Pre-requisite**: BIOL 2108K.

BIOL 4001 – Research Independent Study I (1 credit: 1.x.1) [1]
This is a required course for the Biology major. The student will be introduced to concepts, methods and techniques necessary for the development of an undergraduate research topic. The student will make oral presentations on scientific topics of interest and plan a research project with assistance from a faculty advisor. (Required of all majors). **Course Pre-requisite**: Junior classification or permission of the instructor.

BIOL 4101K – General Physiology (4 credit: 3.3.4) [1]
In this course, lecture and laboratory activities will emphasize the experimental approach to physiology including the nerve impulse, enzymes and their properties, along with other selected topics. **Course Pre-requisite**: BIOL 2108K.

BIOL 4201K - Introduction to Parasitology (4 credit: 3.3.4) [1]
The fundamentals of parasitology are investigated using lecture and laboratory activities with emphasis on the life histories and economic importance of protozoans, helmiths, and arthropod parasites. **Course Pre-requisite**: BIOL 2108K

BIOL 4222K – Biology Senior Research (3 credit: x.3.3) [1]
This is a required course for Biology majors. The student will conduct a supervised research project in the biological/biomedical or related sciences. The students will perform the experiments, collect and analyze the data, and write up the research finding in a scientific report. The student will also give an oral presentation of the research findings. **Course Pre-requisite**: BIOL 4001.

BIOL 4223 - Foundation of Research III: Communication of Biomedical Information (1 credit: 1.x.1) [1]
As the third and final course of the Research track, this course will provide students the formal context to become critical writers and speakers of biomedical information. Student competence is enhanced through exercises that demonstrate the need for effective written and oral communication. Students will learn to critique scientific literature; thereby, helping them to improve their own writing. Students will prepare both written and oral presentations of their research and results. Oral communications include a 3-minute elevator talk, a 10-minute presentation, and a 20-minute seminar. Written communications include posters in the formats of the professional societies in their disciplines. **Course Pre-requisite**: BIOL 2240 or BIOL 4222.

BIOL 4301K - Developmental Biology (4 credit: 3.3.4) [1]
Lecture and laboratory activities will emphasize classical methods of analysis and the series of embryonic stages from gametogenesis to histogenesis Also, basic conceptual topics such as nuclear totipotency, cell determination, cytoplasmic localization, induction, and morphogenesis are interspersed. **Course Pre-requisite**: BIOL 2108K.

BIOL 4401K - Comparative Vertebrate Anatomy (4 credit: 3.3.4) [1]
Course lectures will include comparative structure and evolutionary relationships among a series of chordates from amphioxus to mammals with thorough laboratory dissections of at least one representative from each of the vertebrate classes. **Course Pre-requisite**: BIOL 2108K

BIOL 4501K - Immunology (4 credit: 3.3.4) [1]
Biology 4501 is an introductory level course in immunology. Lecture and laboratory exercises cover the basic concepts of immune system, antigen, autoimmune diseases, tumor immunology, specific and non-specific types of immune responses. **Course Pre-requisite**: BIOL 3333K or BIOL 2107K

BIOL 4601K – Plant Physiology (4 credit: 3.3.4) [1]
Lecture and laboratory exercises studyvascular plant functions, including absorption and translocation of water and solutes, transpiration, photosynthesis, respiration, growth and development and hormonal regulation. **Course Pre-requisite**: BIOL 2311K

BIOL 4701K - Cell/Molecular Biology (4 credit: 3.3.4) [1]
This course is designed to acquaint students with the organization and function of the cell utilizing cellular and molecular techniques to investigate structure and function. **Course Pre-requisite**: BIOL 2108K or BIOL 3333K.

BIOL 4703K – Genetic Engineering (4 credit: 3.3.4) [1]
This course is intended to bring students up to the leading edge of research in developing genetically altered organisms. Focus will be on concepts and laboratory techniques of transgenic organisms, transformations; screening and selection of transgenic organisms. **Course Pre-requisite**: BIOL 2702K

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

1. **Biotechnology concentration**:

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

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

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

   Biology: **Principles of Biology I (2107K), Principles of Biology II (2108K),**

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

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

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

   Physics:

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

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

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

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

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

of the biology major. All other courses can be used to satisfy the 13 hours of biology electives required for the major.

4. **Bioenergy Track**:

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

5. **Public Health Track**:

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

6. **Food Safety Track**:

Biology students interested in the food safety track are recommended to take BIOL 2601 and BIOL 3201 as part of their biology course sequence. Please note that satisfactory completion of these courses may be used towards 13 hours of biology electives required for the major.

OWG 14: Online Education:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

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

It is important to have a clearly delineated process for course development to ensure that all parties understand the parameters of the development and to ensure consistency in the event of staff/faculty turn over.

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

It is important that a course being considered for development in the online modality be reviewed by department and program leaders and faculty to ensure that the online modality is a fit for the overall program and department's mission. Additionally, it is important that the distance learning division be a part of the decision process to ensure that the course itself is suited to be offered at a distance in regards to best practices and available resources.

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

The new University will be offering eCore and eMajor courses and faculty involvement at all levels is encouraged.

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

eCore offers core courses and the new University should have a clear understanding where each of these courses fit in its General Education program.

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

Faculty members teaching in the online environment need access to resources that will allow for continuous improvement of course content and design and enhance teacher-student engagement opportunities.

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

Continuing to offer these classes in all modalities will allow greater access for all students.

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

Establishing an institution wide certification process ensures that all online instructors have been trained in institutional policies and processes, distance learning best practices and processes, and may also be used in recruiting and marketing materials. (Professional Development opportunities should be tailored to skill levels so that faculty members with significant prior online teaching experience or verifiable comparable training are offered appropriate options to obtain certification.)

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

The Online Lead Designer program contracts with faculty content experts to create "master content" for courses that are typically taught by multiple full and part-time faculty members each semester. The Online Lead Designer ensures the content meets the college's learning outcomes and assessment requirements and provides a "base" shell for teaching faculty members to build upon. This also makes available content should a class need to be scheduled on short notice. The online lead faculty designer will work in conjunction with available Instructional Designers.

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

The Online Lead Faculty program contracts with seasoned online faculty members in specific disciplines to work with new full and part-time online instructors as mentors. The Online Lead Faculty member, in conjunction with the distance learning division, works with his or her assigned instructor(s) to assist with understanding institution and distance learning policies, and in handling online content and class instruction questions.

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

Online learning continues to evolve and new resources continue to emerge. It is important to have an intentional plan to keep distance learning faculty members and supporting staff apprised of new developments and trained in new technologies.

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

It is important that processes are established to prevent the institution from admitting students from states, territories, or countries where we are not authorized to offer distance education. Having this step be at the beginning of the student's inquiry/admission's process will provide the best customer service to students and provide the best protection for the new University.

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

This model keeps the current DSC backend configuration and migrates ASU's courses into the system. An in-depth analysis of both instances was conducted by ASU, DSC, and System Office personnel to determine the best model for consolidation. This model was determined to be the most supportive to students.

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

Enhances the support services provided to faculty members teaching online.

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

Ensures that online course offerings are available to distance learners who are not able to attend on-campus classes.

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

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

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

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

This new revised recommendation will allow more flexibility in the strategic planning process for the new University's distance education program.

OWG 19: General Education and Core Curriculum:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

   ENGL 1101 or HONR 1111-English Composition I or Honors Humanities I
   ENGL 1102 or HONR 1112 English Composition II or Honors Humanities II:

   The recommended courses are currently used to satisfy Area A1 at both campuses and meets the BOR requirements for Gen Ed.

2. **Recommends that the following courses be used for Area A2-Quanitative:**

   MATH 1001-Quanitative Reasoning
   MATH 1111-College Algebra
   MATH 1113-Pre-Calculus
   MATH 1151-Calculus I with Geometry:

   The recommended courses are currently used to satisfy Area A2 at both campuses and meets the BOR requirements for Gen Ed.

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

   Communications-Choose 1 course (2-3 hours)
   - **COMM 1000-Cultural Diversity in Communications (2 hrs)**
   - **COMM 1100-Human Communications (3 hrs)**
   - **COMM 1110-Public Speaking (3 hrs)**

   Diversity-Choose 1 course (1-2 hours)
   - **BUSA 1145-International Business, Culture and Economics (2 hrs)**
   - **HIST 1002-Intro to African Diaspora (2 hrs)**
   - **LEAD 1101-Leadership Development (2hrs) ***
   - **POLS 1105-Current World Problems (2 hrs)**
   - **MYTH 1000-Introduction to Mythology (1 hr)**

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

The recommended courses are currently used to satisfy Area at one or both campuses and meet the BOR requirements for Gen Ed.

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

Select 1 course from the following list:
ENGL 2111 or HONR 2111-World Literature
ENGL 2112 or HONR 2112-World Literature II
ENGL 2121-British Literature I
ENGL 2122-British Literature II
ENGL 2131-American Literature I
ENGL 2132-American Literature II
ENGL 2141-African American Literature I
ENGL 2142-African American Literature II

Select 1 course from the following list:
ARAP 1100-Art Appreciation
COMM 1100-Human Communications
FREN 1002-Elementary French II
FREN 2001-Intermediate French I
FREN 2002-Intermediate French II
LATN 1002-Elementary Latin II
LATN 2001- Intermediate Latin I
LATN 2002- Intermediate Latin II
MUSC 1100-Music Appreciation
JAPN 1002- Elementary Japanese II
JAPN 2001- Intermediate Japanese I
JAPN 2002- Intermediate Japanese II
PHIL 2010-Introduction to Philosophy
SPAN 1002- Elementary Spanish II
SPAN 2001- Intermediate Spanish I
SPAN 2002- Intermediate Spanish II
THEA 1100 –Theatre Appreciation:

The recommended courses are currently used to satisfy Area C at both campuses and meets the BOR requirements for Gen Ed.

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

<u>Non STEM Majors – 3 classes in total- 10-12 credit hours</u>

<u>Science - choose one class (4 credit hours)</u>
BIOL 1110K - Intro to Environmental Biology (Non-STEM Majors only)
BIOL 1111K - Intro to Biological Science I (Non-STEM Majors only)
BIOL 1112K - Intro to Biological Science II (Non-STEM Majors only)**
CHEM 1151K - Survey of Chemistry I (Non-STEM Majors only)

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

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

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

CSCI 1300 - Introduction to Computer Science
CSCI 2211 - Visual Basic Programming
MATH 1113 - Pre-Calculus
MATH 2411 - Introduction to Statistics
MATH 1211 - Calculus I
MATH 2112 - Calculus II
MATH 2213 - Calculus III

Choose one elective from the above two lists (3-4 credit hours)
Cannot use the following combinations for completion of Area D:

BIOL 1110K and BIOL 1111K
BIOL 2107K and BIOL 1110K or BIOL 1111K;
CHEM 1151K and CHEM 1211K;
PHSC 1011K and PHYS 1111K or PHYS 2211K;
PHSC 1012K and CHEM 1151K or CHEM 1211K;

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

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

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

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

CHEM 2301K - Principles of Organic Chemistry I and
CHEM 2302K - Principles of Organic Chemistry II

PHYS 1111K - Introductory Physics I and
PHYS 1112K - Introductory Physics II

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

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

CSCI 1300 - Introduction to Computer Science
CSCI 2211 - Visual Basic Programming
MATH 1113 - Pre-Calculus
MATH 2411 - Introduction to Statistics
MATH 1211 - Calculus I
MATH 2112 - Calculus II
MATH 2213 - Calculus III

The recommended courses are currently used to satisfy area D requirements at one or both campuses and meet the BOR requirements for Gen Ed.

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

** Institutions or programs may grant one semester hour of credit for an Area D course to count in Area F or in the general degree requirements.*
(ref: http://core.usg.edu/uploads/CorePolicy2009-09-23.pdf page 11)

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

Required Course:
POLS 1101-Introducation to U.S. and Georgia Governments

Choose at least 1 history course and any 2 other courses:
HIST 1111-Survey of World History I
HIST 1112-Survey of World History II
HIST 2111-Survey of American History I
HIST 2112-Survey of American History II
HIST 2113-Minorities in America
ANTH 1103-Introducation to Cultural Anthropology
ECON 2105-Principles of Macroeconomics
GEOG 1101-Introduction to Human Geography
POLS 2101-Introduction to Political Science
PSYC 1101-General Psychology
SOCI 1101-Principles of Sociology:

The recommended courses are currently used to satisfy Area at both campuses and meets the BOR requirements for Gen Ed.

OWG 24: Promotion/Tenure Policy & Faculty Development: (reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

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

ASU's existing faculty and staff resources are ample due to supplementary funding from federal Title III programs. In comparison, DSC's faculty and staff resource are minimal due to decreased state funding to support professional development. It is recommended that ASU's existing professional development recourses are expanded to include topics and matters pertinent to Darton's career programs and/or College of Health Professions.

2. Recommends training for faculty evaluators of promotion and tenure portfolios at both the college and university level:

Portfolio evaluators should be trained on objectivity, reliability, and evaluation of rubrics. Training could help reduce bias and inconsistencies in the promotion and tenure process.

3. Recommends a quality induction program:

A quality induction program should provide mentoring to new faculty, particularly in finding resources and instructional/research support, which can improve retention, promotion, and tenure of qualified faculty.

4. Recommends professional development for veteran faculty to explain logistics and administrative practices in the new ASU:

The new ASU will reflect new administrative processes in registrar, admissions, academic development, and student matriculation that will now include faculty from both DSC and ASU. Faculty need professional development to understand major changes and new systems of governance.

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

Recommends faculty seek approval of the Dean to be excused from participating in the ceremony.

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

OWG 39: Community Engagement:
(reviewed & supported by Cynthia Hoke and Cynthia George:

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

Community Engagement Committee will work in concert with the new ASU's communication's department members to market and publicize the new ASU, the individual colleges and areas that align with the externally sponsored initiative or event.

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

Both ASU and DSU are currently engaged and supportive of programming and initiatives sponsored by various organizations and entities within the region of southwest Georgia.

The Office of Institutional Advancement is responsible for determining the level and type of community engagement, identify and review program engagement requests, solicitations and the level of support given, post consolidation.

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

Developing a strategic, comprehensive plan will aid in aligning community based activities that align with the advancement, marketing, and promotion of the new ASU. In addition, the plan will outline steps and measures designed to increase partnerships with entities internal and external to the southwest Georgia community.

OWG 41: Marketing:
(reviewed & supported by Cynthia George and Wendy Wilson):

1. Recommends maintaining the ASU brand architecture model (Core Academic Identities) and nomenclature; and developing and tailoring the brand to specific colleges:

The ASU brand is well established and recognized within and beyond the world of higher education. In particular, the core academic identities have proven to be successful throughout the institution's history and are instrumental to recruiting and overall marketing initiatives. Albany State University's origin and presence predates the establishment of Darton State College, as a result the continued use of the brand model and nomenclature further affirms its presence and continued existence post consolidation.

The brand will be specifically tailored and applied to ASU's Darton College of Health Professions for the purpose of showcasing the stellar reputation of both institutions as well as the specific disciplines within the college.

2. Recommends that DSC's brand become a part of ASU's brand and will be incorporated into the new institutional visual identity:

Darton's brand value is essential to the newly formed institution. As a result of DSC's access mission and reputation in the area of health disciplines, institutional brand recognition is instrumental to overall brand of ASU. As a result, certain aspects of the DSC brand will be incorporated particularly when showcasing and promoting the Darton College of Health Professions.

3. Recommends that the newly consolidated university review graphic standards and implements institution wide:

As a result of the consolidation, it is important that internal and external stakeholders are knowledgeable of the institution's applicable graphic standards. Proper application and use of these graphic standards establishes and maintains marketing and promotion consistency. The style guides for both ASU and DSC will be reviewed and integrated. The final guide will reflect and outline the graphic standards of the newly consolidated institution. In addition, the guide will be distributed to divisional and departmental leadership. Graphic standards will also be assessable on the institution's website and will be revised only by designated staff of ASU's Office of University Communications.

4. Recommends that a comprehensive public relations plan be written for the new university:

Future public relation initiatives will require a strategic plan that outlines and showcases best practices, signature programming, missions of the respective colleges, the access mission and ASU's overall mission. It is recommended that a comprehensive PR plan be written for the purpose of promoting the aforementioned areas to external and internal stakeholders as well as impacted constituencies.

5. Recommends maintaining the ASU Seal:

The established ASU seal approved by the Board of Regents is synonymous with the institution and regularly used as a form of iconography. As the ASU institution's name has been approved to identify the consolidated institutions, it is being recommended that the seal also be maintained and used as a symbol that identifies the new Albany State University.

OWG 51: General Auxiliary Services:
(reviewed & supported by Shawn McGee and John Clemens):

Recommends that dual ID card systems continue to be used through the end of summer term, 2017:

> The new institution has adopted the A + B = C model for consolidating Banner and has decided to assign a different ID number to each entity (student/faculty/staff). If new identification cards are printed in January when the consolidation becomes official, the cards must be printed again with the new identification numbers when Banner is consolidated and becomes operational for fall, 2017. It is more efficient and cost effective to operate dual systems until Banner consolidation than to mass reprint ID cards and badging for students, faculty and staff.