10-27-16 RECOMMENDATIONS (CONSENT AGENDA)

NOTE: For OWG 5 recommendations 2-5; OWG 7 Revised Recommendation (on Discussion Agenda); and OWG 9 Recommendations 1 and 2 Funke Fontenot and Kimberly Holmes provided the following comment:

Comment: This level of detail that includes course descriptions should be addressed at the program level and routed through the curriculum approval processes.

however, recommendations with just as much detail were brought forth and approved by the CIC at both the August and Sept. meetings. To be consistent and as all recommendations with regard to academics go to the "Sweet 16" after approval by the CIC these recommendations are included in this agenda.

OWG 5: Education:
See above comment:

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

EDUC 2110- Investigating Critical and Contemporary Issues in Education (3-0-3)
This course engages students in observations, interactions and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop,
students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. This course requires a field component totaling 10 hours.
Prerequisite: ENGL 1101 with a C or better

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3-0-3)
Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions
and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. This course requires a field component totaling 10 hours.
Prerequisite: EDUC 2110

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

This course is designed to explore some of the principle theories of learning and teaching. Students will examine their own learning processes and those of others, with the goal of applying that knowledge toward enhancing the learning of all students in a variety of educational settings and contexts. This course requires a field component totaling 10 hours.
Prerequisite: EDUC 2120
These are the BOR required courses for AREA F.

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

   The following three courses are required:

   EDUC 2110- Investigating Critical & Contemporary Issues in Education
   EDUC 2120- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
   EDUC 2130- Exploring Teaching and Learning

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

   Language Arts:
   ENGL 2131 or ENGL 2132- American Literature I or American Literature II
   ENGL 2204/ENGL 2220- Advanced Composition/Writing for Non-Fiction* (R)
   ENGL 2105/ENGL 2210 or ENGL 2406-Creative Writing or Literary Forms
   ENGL 2141 or ENGL 2142- African-American Literature I or African- American Literature II

   History:
   ECON 2201-Survey of Economics (R)
   HIST 2115- African American History or
   HIST 2116- American Military History

   Math:
   MATH 2008- Foundations of Numbers and Operations (R)
   MATH 2205 (ASU 2411)- Introduction to Statistics*

   Science:
   ISCI 2001- Foundations of Life/Earth Science
   ISCI 2002- Foundations of Physical Science (R)

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

   These courses meet the requirements set forth by PSC and other accrediting bodies for teacher education.

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

   The following courses are required:

   EDUC 2110- Investigating Critical & Contemporary Issues in Education
   EDUC 2120- Exploring Socio-Cultural Perspectives on Diversity in
   Educational Contexts
   EDUC 2130- Exploring Teaching and Learning
   ENGL 2105/ENGL 2210- Creative Writing/Creative Writing *
   ENGL 2204/ENGL 2220- Advanced Composition/Writing Non-Fiction *
   Math 2008- Foundations of Numbers and Operations

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

   These courses meet the requirements set forth by PSC and other accrediting bodies for teacher education.

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

   The following courses are required:

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

   These courses meet the requirements set forth by PSC and other accrediting bodies for teacher education.

OWG 6: Humanities:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

   ORGL 2050   Communications for the Workplace
   ORGL 3400   Technology for Organizations
   POLS 4218   Project Management in the Public Sector
   ENGL 3405   Professional and Technical Writing
   POLS 4200   Principles of Public Administration
   POLS 4219   Public Human Resource Management
   POLS 4204   Public Finance

ORGL 3200   Introduction to Organizational Development
ORGL 3000   Reflective Seminar I: Self as Learner
ORGL 3050   Reflective Seminar II: Self in Context
ORGL 4000   Reflective Seminar III: Transforming Self/Self- Transformation
ORGL 4690   Capstone Seminar in Organizational Leadership
POLS 3601   Political Science Methods II
POLS 3201   Public Policy
POLS 4220   Administrative Law and Government
POLS 4221   Government Organization and Administrative Theory
POLS 4202   Interorganizational Behavior
COMM 3330   Advanced Communication Skills
POLS 4215   Management of Non-Profit Organizations
PHIL 4120   Professional Ethics
POLS 4217   Grant Writing for Non-Profit Management
POLS 4210   Public Management
ORGL 4900   Organizational Internship
OATC 3700   Desktop Publishing
OATC 4020   Virtual Office Technology
OATC 3610   Web Design and Multimedia
OATC 3150   Computer Operating Systems
OATC 4810   Contemporary Skills
OATC 4160   Administrative Office Procedures
HADM 3304   Healthcare Communication
HADM 4301   Designing Health Communication Messages
HADM 4402   Health Information Management
HADM 4401   Healthcare Compliance
HADM 3302   Healthcare Economics
HADM 3303   U.S. Healthcare Systems
HADM 3301   Heatlhcare Organizations
LEAS 3220   Business Entities
LEAS 4210   Consumer Law
LEAS 4220   Administrative Law
LEAS 4802   Special Topics: Human Resource Law:

The listing includes all courses approved by the eMajor consortium.

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

1. **Recommends that the following degrees currently housed under the Department of Health & Human Performance at Albany State University continue to be offered at the New Albany State University:**

    1. **M.Ed. Health and Physical Education**
    2. **B.S. Health and Human Performance**
    3. **B.S. Health and Physical Education:**

These degrees currently exist at Albany State University with no duplication of degrees at Darton State College. These existing degrees from the Department of Health and Human Performance along with multiple degree and certificate offerings in Nursing and Health Sciences will all exist under one new College, the Darton College of Health Professions at Albany State University.

2. Recommends that the following degrees and certificates currently housed under the Health Sciences Division at Darton State College continue to be offered at the New Albany State University under the Health Sciences Division within the Darton College of Health Professions:

1. **A.S. Dental Hygiene**
2. **A.S. Diagnostic Medical Sonography**
3. **A.S. Emergency Medical Services**
4. **A.S. Health Information Technology**
5. **A.A.S. Histologic Technician**
6. **A.S. Medical Laboratory Technology**
7. **A.S. Occupational Therapy Assistant**
8. **A.S. Physical Therapist Assistant**
9. **A.S. Radiologic Science**
10. **A.S. Respiratory Care**
11. **Certificate, Computed Tomography**
12. **Certificate, Paramedic**
13. **Certificate, Advanced Emergency Medical Technician**
14. **Certificate, Histologic Technician**
15. **Certificate, Medical Billing/Coding**
16. **Certificate, Phlebotomy:**

To continue to serve the healthcare workforce needs of our region, state, and nation, we wish to continue to offer the above degrees and certificates that currently exist at Darton State College and which have no duplication of degrees offered at Albany State University. These existing degrees and certificates from the Health Sciences Division along with multiple degree offerings in Nursing and Health & Human Performance will all exist under one new College, the Darton College of Health Professions at Albany State University.

3. Recommends the continuation of the following degrees and certificates at the New Albany State University under the Nursing Division within the Darton College of Health Professions:

Graduate Programs: **Nurse Educator**
                                Post Master's Nurse Educator Certificate
                                Family Nurse Practitioner
                                Post Master's Family Nurse Practitioner Certificate

| Post Licensure: | **RN to BSN** |
| | **RN to MSN** |

| Pre Licensure: | **BSN: Traditional** |
| | **Second Degree to BSN** |

ASN: Traditional
Traditional - Cordele Center
Traditional - Evening (begins every odd year)
Traditional - Hybrid (begins every odd year)
Nursing Healthcare Professional Bridge (Albany)
Nursing Healthcare Professional Bridge (Sandersville):

To continue to address the nursing shortages in our region, state, and nation, we wish to continue to offer the above degrees and certificates in nursing. The proposal is a combination of all of our current programs with only one-degree duplication between the institutions of the RN to BSN. A prospectus must be submitted by the end of April to the accrediting agency ACEN (Accreditation Commission for Education in Nursing) reflecting our school as a single-unit under one institution. The details of combining the two RN to BSN programs and eliminating the duplication will be addressed during the implementation phase of the consolidation while also writing the prospectus.

4. 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]*

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

Department of Natural and Forensic Sciences

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

PRE-ENGINEERING

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

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

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

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

COURSE DESCRIPTION

PHYS 2100 – Computer Applications (3 credits: 3.0.3)
This course is designed to give students the necessary computer skills in using spreadsheets, word processors, graphics and other scientific software that facilitate learning, data analysis and simulation relevant to science disciplines.

PHYS 2211K – Principles of Physics I (4 credits: 3.3.4)
This is an introductory course in calculus-based physics for Chemistry and Pre-Engineering majors. This course covers mechanics (kinematics, dynamics, work and energy, momentum and collisions, and rotational motion and statics), and may also include thermodynamics and waves. Elementary differential calculus is used. Laboratory exercises supplement the lecture material.
Prerequisite: A grade of C or better in Calculus I (Math 1211).

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

This is the second part of calculus-based introductory physics course for Chemistry and Pre-Engineering Majors. This course covers electrostatics, electric current and circuits, electromagnetism, optics and modern physics. Elementary calculus will be used. Laboratory exercises supplement the lecture material.
Prerequisite: A grade of D or better in PHYS 2211K. Co-requisite: Calculus II (Math 1212)

ENGR 1103 – Principles of Engineering Analysis & Design (3 credits: 2.3.3)
In this course, the field of engineering is introduced by an elementary presentation of the principles of the engineering sciences such as mechanics, thermodynamics and scientific computing (utilized in the analysis and design of engineering problems). **Course Pre-requisite:** MATH 1113.

ENGR 1200 – Engineering Computing (3 credits: 2.2.3)
This course is designed to provide students with the basic concepts of structured programming with an emphasis on developing algorithm, pseudo code, flowchart and programming in a modern high level language. Different software tools will be used to introduce various engineering problem solving techniques. **Course Prerequisite(s):** MATH 1113

ENGR 1203 – Engineering Graphics (3 credits: 2.3.3)
In this course, an introduction to engineering graphics and design including sketching, drawing, projection theory, tolerances and computer-aided graphics will be covered. **Course Pre-requisite**: None

ENGR 2001 – Introduction to Engineering Materials (3 credits: 3.0.3)
Primary objective of this course is to introduce students to the study of engineering materials. Building on an understanding of atomic structure and chemical bonding from the knowledge acquired in General Chemistry; students should understand the chemical and size-factors which determines the way in which atoms pack together in solid materials. They should then be able to relate this to the observed mechanical, electrical, thermal, magnetic and chemical properties of those materials. Students will be introduced to material selection and processing as part of engineering design. **Course Prerequisite:** ENGR 1103, CHEM 1211K.

ENGR 2025 – Introduction to Signal Processing (4 credits: 3.2.4)
Introduction to signal processing for discrete-time and continuous time signals includes topics on filtering, frequency response, Fourier transforms and Z transforms. The laboratory emphasizes computer based signal processing. **Course Prerequisite(s):** MATH 2111, PHYS 2100 or CSCI 2101.

ENGR 2201 – Engineering Statics (3 credits: 3.0.3)
In this course, the principles of statics (vector based) in two and three dimensions will be covered. Concept of force, moment equilibrium principles, truss, center of gravity and friction will be taught by solving realistic problems. This course is designed for Pre-

Engineering majors.   It will satisfy the requirement by Georgia Institute of Technology for the Regents Engineering Pathway Program and the Dual Degree program. **Course Prerequisite(s):** PHYS 2211K and ENGR 1103; Co-requisite: MATH 2213.

ENGR 2413 – Electric Circuit Analysis (3 credits: 3.0.3)
In this course, the study and analysis of AC and DC electric circuits, circuit elements, steady state and transient analysis and applications will be covered. (This course is recommended for majors in Electrical Engineering). **Course Prerequisite(s):** ENGR 1103, PHYS 2212K and MATH 2213.

Pre-Engineering Course Check List

▲ Student starts with College Algebra
■ Student starts with Pre-Calculus

First Semester Fall	
English Composition I (ENGL 1101)	3
College Algebra (MATH 1111) ▲ │ Pre-Calculus (MATH 1113) ■	3
Principles of Chemistry I (CHEM 1211K)	4
Art Appreciation (AARP 1101) and/or Engineering Graphics (ENGR 1203)	3
Second Semester SPRING	
English Composition II (ENGL 1102)	3
Pre- Calculus (MATH 1113) ▲ │ *Calculus I (MATH 1211)* ■	3▲ │ 4■
Principles of Chemistry II (CHEM 1212K)/Intro to Biological Sci. (BIOL 1111K) [Elective 1]	4
Engineering Analysis (ENGR 1103) and/or Engineering Computing	3
Third Semester FALL	
Calculus I (MATH 1211) ▲ │ *Calculus II (MATH 2212)* ■	4
US & GA Govt. (POLS 1101)	3
Macro/Micro Economics (ECON 2105/ECON 2106)	3

Engineering Computing (ENGR 1200) and/or Art Appreciation (AARP 1101)	3
Discrete Mathematics (MATH 3112) ▲ │ *Linear Algebra (MATH 2111)* ■	3
[Pre-requisite – Pre-Calculus ▲ │ Calculus I ■]	
Fourth Semester SPRING	
Principles of Physics I (PHYS 2211K)	4
Calculus II (MATH 2212) ▲ │ *Calculus III (MATH 2213)* ■	4
Fundamentals of Public Speaking (COMM 1100)/Art Appreciation (AARP 1101)/Elective 2	3 or 4
Linear Algebra (MATH 2111) ▲ │ *Ordinary Differential Equation (MATH 3211)* ■	3
[Pre. Req. – Calculus I ▲ │ Calculus II ■]	
Fifth Semester FALL	
Principles of Physics II (PHYS 2212K)	4
Calculus III (MATH 2213) ▲ │ Discrete Mathematics (MATH 3112) ■	4 ▲ │ 3 ■
Ordinary Differential Equation (MATH 3211) ▲ │ Statistical Methods (MATH 3411) ■	3
Engineering Statics (ENGR 2201)	3
READY TO TRANSFER NOW	

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

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

CORE CURRICULUM (60 HOURS)
Area A through E – 44 hours
Area F Core Requirements – 16 hours
Lower Division (1000-2000 Level)
BIOL 2107 K - Principals of Biology with Lab (3-3-4)

BIOL 2108K - Principles of Biology II with Lab (3-3-4)
PHYS 1111K – Introductory Physics I with Lab (3-3-4)
PHYS 1112K – Introductory Physics II with Lab (3-3-4)

Above the core – 5 hours

REQUIREMENTS FOR THE MAJOR

Area G: Major requirements (61 hours)

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

BIOL 2311K - General Botany (3-3-4)
BIOL 3101K - Environmental Biology (3-3-4)
BIOL 3333K - Microbiology Principles and Applications (3-3-4)
BIOL 3501K - Principles of Genetics (3-3-4)
BIOL 4001 - Research and Independent Study I (0-1-1)
BIOL 4222K - Biology Senior Research (0-3-3)
BIOL 4701K - Cell and Molecular Biology (3-3-4)
BIOL 3250K/CHEM 3250K - Biochemistry (3-3-4)
CHEM 2301K - Organic Chemistry I (3-3-4)
CHEM 2302K - Organic Chemistry II (3-3-4)
PHYS 2100 - Computer Applications (3-0-3):

> Course numbers and names have been updated. These recommendations have been reviewed and agreed upon by Biology faculty at ASU and DSC.

OWG 27-A: Catalog and Schedule:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

   Darton College has maintained a 4-day summer schedule for many years. ASU adopted a 4-day Summer schedule during Summer 2016 and has scheduled a 4-Day Summer Schedule during Summer 2017. The University recorded some utility savings during the summer by closing for the additional day. Students were also very satisfied with the shorter week schedule.

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

   The committee feels that both campuses should adopt a standard class period for all classes. This will allow students to plan their classes with greater efficiency and ease and allow for travel between campuses (if necessary). In addition, when classes begin and end

during a common time frame, it is easier to schedule events and activities without abutting class activities.

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

   The consolidation of the two institutions will necessitate new codes and requirements. In addition, each campus will be required to ensure that all departmental course schedulers schedule across two, possibly three, campuses. The new complexity opens each department and the University as a whole to the possibility of multiple scheduling errors. In addition, should some of the new recommendations pass, those items will need to be enforced.

   We have, as a committee, reviewed multiple software packages that could validate the class schedule before it is published in Banner and we highly recommend the adoption of a commercially available software package.

4. **Recommends the adoption of a common digital campus calendar software package:**

   We recommend the implementation of an enterprise-wide software package capable of displaying all events at the new 'U', but also allowing individuals to search for individual calendars (Academic Calendar, Athletic Calendar, Student Life & Activities, etc.). ASU currently licenses Active Data Calendar and another software package; DSC has R25, but does not use the calendaring features. We believe a common calendaring system would assist students in meeting deadlines.

5. **Recommends the adoption of a standing Calendar Committee:**

   DSC has a standing calendar committee comprised of individuals from the academic and student affairs areas to create the common academic calendar. At ASU, the Registrar's Office is responsible for the creation of the calendar. We recommend the continuation of the calendar committee in order to ensure all appropriate stakeholders are represented during the creation of the academic calendar.

   NOTE: Approved with the understanding that this committee will review and provide input to drafts that are generated by the Faculty Senate Calendar Subcommittee. Final Approval resides in the Office of the Provost.

OWG 27B: Registrar:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

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

   Cum Laude=3.50
   Magna Cum Laude=3.70
   Summa Cum Laude=3.90

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

GPA requirements were decided based upon:
*A survey pulled from AACRAO (American Association of Collegiate Registrar and Admission Officers). The totals above met the average requirements.
*Latin honors were pulled from all USG institutions and the majority of the institutions used the totals above.

NOTE: Approved with the modification to keep the threshold for the Associate Degree honors at the current level for Darton of 3.4 or higher. This is to reduce any penalty for students who are already in the pipeline.

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

This process is a combined process from each campus. This will allow the student and staff ample time to evaluate the graduation audit and register for any last requirements.

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

All new hires come into contact with HR when hired therefore FERPA training/notification can be handled at the time of hire. This will eliminate any new hire being overlooked and will ensure that the correct paperwork/forms are being collected.

NOTE: Approved with modification that online and on-campus FERPA training will be coordinated by Academic Affairs for faculty, staff, students and parents. Academic Affairs will collaborate with HR to train new hires.

5. **Recommends that the most recent grade will be used for a repeat course:**

Best practices as well as averages with the BOR schools were taken into consideration when deciding upon the policy. For example, with the AACRAO survey showed that 49% of those surveyed counted the most recent, 26.9 counted the highest, 15% counted all efforts and 8.5% used other methods. Also, financial aid will not continue to pay for repeat courses therefore this will help to eliminate a student from taking a course over and over again. This process will also allow the registrar's office to run automated processes for calculating GPA's with repeat courses.

Approved with modification that the highest grade will be used for a repeat course. It's in the student's best interest to allow the higher grade in the case of up to two repeats.

6. Recommends following the BOR policy in regards to Academic Renewal:

BOR policy is straight forward and is self-explanatory.

Comment: No need for approval as it is BOR policy.

OWG 30: Preparation of Merged Catalogues:
(reviewed & supported by Funke Fontenot and Kimberly Holmes):

1. Recommends the creation of a standard publication schedule:

The committee reviewed other institutions to determine their standard publication schedules while determining when to publish the AY2017 catalog. We recommend ASU adopt a common catalog publication schedule that all entities must abide by in order to ensure a catalog is prepared by August 1st of each year.

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

The committee reviewed other institutions to determine their standard publication schedules while determining when to publish the academic calendar each year. In conjunction with Recommendation 4, we recommend ASU adopt a curriculum approval process that will ensure that all updates to programs, catalogs, check sheets, and DegreeWorks will be complete by the beginning of Fall Semester each year. A standard deadline of April 1st will allow those offices required to update our official records (e.g. Provost, Registrar, Academic Departments, webmaster) to update all publication streams in preparation for the new term.

Approved with modification of the deadline to April 30th.

3. Recommends that the University print at least fifty (50) copies of the catalog each year:

The committee agreed that desk copies should be printed for the following offices: President, Provost, Registrar, Academic Advising, University Archives, Library, Financial Aid, Institutional Research and Effectiveness, and each Dean's Office.

Comment: Not clear why this is a recommendation rather than a decision by each division.

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

The committee agreed that creating this first University catalog is important to the history of the university. A special committee should be created to determine layout, graphics, content, and organization, as this first catalog will be the template for future catalogs.

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

East campus has a contract with Leepfrog Technologies to create the East campus catalog in the CourseLeaf Catalog system. West Campus is currently creating a PDF and using PDF tools to create a digital catalog. The use of CourseLeaf Catalog will enforce catalog rules, allow multi-level approvals, and allow for distributed approvals. West campus will adopt the East campus contract.

OWG 50: Student Policy Mergers and Handbooks:
(reviewed & supported by Rowena Daniels and Claudia Lyerly:

1. Recommends that the new ASU have one merged student handbook:

Our OWG has reviewed both handbooks and found that east and west campus are very similar in their handbooks. We would like to build off of our similarities and unite with one handbook that will be available to the New ASU. In terms of populating the handbook with information, appropriate offices will be identified in an effort to ensure that the handbook contains appropriate and updated information.

2. Recommends that the student handbook be available to all students in an online format:

Our OWG has reviewed both handbooks and found that east and west campus are very similar in their handbooks. We would like to build off of our similarities and unite with one handbook that will be available to the New ASU. In terms of populating the handbook with information, appropriate offices will be identified in an effort to ensure that the handbook contains appropriate and updated information.

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

Recommends that parking polices already in place at the east campus be the foundation for parking policies for both campuses but that they be amended to include policies for parking on an open campus:

Complying with the basic parking rules and regulations on both campuses provides consistency thus causing less confusion for those working or attending events on both campuses. The policy now states that that the east campus is "not an open campus." The west campus is open to the community for events on multiple outdoor/indoor athletic facilities. In addition, there are a large number of public events, rentals, etc. which draw large audiences to the campus. A section of the current parking policies must be added/amended to allow for open parking on campus throughout the week to meet the needs of this group of people.

OWG 78: Housing:
(reviewed & supported by Cynthia Evers & Rocco Cappello:

Recommends exploring a first and second year residency requirement for all students accepted to the new ASU who meet the current ASU criteria for a residency requirement:

It is the current ASU practice to have a first year residency requirement. This is in line with a number of USG institution. Adding the second year requirement will add additional programming and allow for increased retention within our housing units and to the campus as a whole. This OWG has done reviewed reports and annual statics. This information shows that most students remain in housing as they progress from their first to second year. This initiative would allow for programming that would increase the number of students past their second year, both in housing and at the University level.

OWG 79: Student Conduct and Academic Integrity:
(reviewed & supported by Cynthia Evers & Rocco Cappello:

1. Recommends that the New Albany State University have one student code of conduct and that this code be based off of the current ASU student code of conduct:

The Committee has reviewed, in depth, both student codes of conduct from the east and west campuses and the current ASU code is in line with the suggestions of the committee. With the few edits discussed by the committee.

2. Recommends that the New Albany State University have one united student conduct database and that this platform be the Maxient system currently used by Albany State University:

The Student Conduct and Academic Integrity OWG 79 recommends use of Maxient Student Conduct Software. Maxient is recognized as a state of the art platform for student conduct. Albany State University   IT Department has reviewed the information for this software and has endorsed its continued use in the new institution.