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August 25, 2017 RECOMMENDATIONS (CONSENT AGENDA)

OWG 3-2: Science:

(reviewed & supported by Diana Cone and Chris Curtis):

- 1. Recommends that the consolidated Georgia Southern University use Georgia Southern courses and Minors in Geology, Geography, and Geographic Information Science. Armstrong's Tourism Geographies course will be added to the curriculum:**

Armstrong only had minors and a few courses in these areas where as Georgia Southern has well established degree programs.

- 2. Recommends that the consolidated Georgia Southern University use Georgia Southern's Military Science course designations:**

Georgia Southern University has been the lead institution in the area for the Military Science program.

OWG 3-3: Computer Sciences:

(reviewed & supported by Diana Cone and Chris Curtis):

- 1. Recommends that the consolidated Georgia Southern's Bachelor of Science in Information Technology degree deliver the ABET accredited BS in Computer Science on both the Armstrong and Statesboro campus. We recommend using primarily GSUs program, courses, prefixes and numbering, with the addition of some Armstrong 5000 level courses for the upper division of the program. The delivery mode for the consolidated undergraduate program will be face-to-face in a classroom setting, with 25% or less of courses offered online or hybrid:**

The Bachelors of Science in Computer Science at both Armstrong and GSU are ABET accredited degree programs and thus are very similar. Both have healthy enrollments. The deleted Armstrong courses will be listed as equivalent to the corresponding GSU courses for all current and previous students. CSCI courses at Armstrong not listed on this document should be RETAINED as they are service, core or other courses used by other programs.

[Document available for review upon request](#)

OWG 3-4: Engineering:

(reviewed & supported by Diana Cone and Chris Curtis):

- 1. Recommends that GSU continue to offer REPP courses at both campuses with some course modifications which have been provided on a separate file. In addition, it is recommended that all GSU engineering courses not addressed in this file should remain in GSU's catalog as part of a viable program at the Statesboro campus, while allowing for the possibility of being offered at the Armstrong campus: [File available for review upon request](#)**

REPP courses have been modified (name, number, etc.) such that both campuses will provide the same REPP curriculum for students who intend to transfer to GaTech, KSU, UGA or Mercer or continue engineering at GSU. These recommendations also allow for the possibility of offering additional engineering courses at the Armstrong campus that are currently only offered at the Statesboro campus, subject to ABET accreditation requirements.

2. Recommends developing common protocol and disseminate the same information regarding REPP applications, advising and transfer. Current REPP Programs on both campuses have a large enrollment and neither is a low producing program:

There are viable populations of students on both campuses – 150 students at the Armstrong campus and 400 students at the Statesboro campus. The Armstrong campus provides ease of access for students living in Savannah for financial, work, and family reasons. Some parents and students prefer to start their college education at a campus with a smaller student population and smaller class sizes that the Armstrong campus offers. Offering classes in Savannah enables students to take advantage of part-time internships in Savannah/ surrounding areas and also allows for unique outreach opportunities (ex. Undergrad->High School student mentorship).

[OWG 3-9: Health Sciences:](#)
[\(reviewed & supported by Diana Cone and Chris Curtis\):](#)

1. Recommends the two programs, the BS in Health Sciences (BSHS - Human Performance/Fitness Management track) at Armstrong State and the BS in Kinesiology (BSK - Exercise Science major) at Georgia Southern, operate independently as two separate programs on separate campuses:

We believe there are different academic experiences currently offered by the BSK on the Statesboro campus and the BSHS on the Armstrong campus with both providing a unique opportunity for students and for Georgia Southern University.

2. Recommends changing the title of the program at Armstrong State to Sports Leadership to avoid coaching as a minor. The Bachelor of Science with a major in Recreation at Georgia Southern and the non-certification Recreation and Coaching Emphasis under the Bachelor of Science in Education with a major in Health and Physical Education at Armstrong State are not duplicate programs:

The intent and curricula of the programs are different. There is little overlap in the programs of study for the programs.

3. Recommends the two programs, the Master of Science in Kinesiology (MSK) at Georgia Southern and the Master of Science in Sports Medicine (MSSM) at Armstrong State, operate independently as two separate masters programs:

We believe there is a distinct academic experience currently offered by the MSK on the Statesboro campus and the MSSM on the Armstrong campus with both providing a unique opportunity for students and for Georgia Southern University.

OWG 3-10: Public Health:
(reviewed & supported by Diana Cone and Chris Curtis):

- 1. Recommends the Master of Health Services Administration (MHSA) on the Armstrong campus will be combined with the Master of Health Administration (MHA) degree on the Statesboro campus, and curriculums from the Armstrong campus and the Statesboro campus will be equivalent and subsequently named a MHA:**

Since the Armstrong MHSA degree is currently accredited by CAHME, it was recommended by the accrediting agency that the two degree programs pursue consolidation into a single degree before seeking re-accreditation. To those ends, the Armstrong program plans to petition CAHME for a one year delay, resulting in a planned site visit during fall 2019, allowing sufficient time for consolidation activities to take place. The combined degree program will be called the Master of Health Administration (MHA) on both the Armstrong (Savannah) and Statesboro campuses. Students that were previously enrolled in the Master of Health Services Administration program at Armstrong will complete those degree requirements on the Savannah campus.

- 2. Recommends the Bachelor of Science in Public Health degree (BSPH) will continue to be offered as part of the Jiann-Ping Hsu College of Public Health. The Bachelor of Health Science degree (BHS) will continue to be offered as part of the Waters College of Health Professions, and the BHS Public/Community Health track will convert to a generalist Health Science track (BHS - General). Faculty from both colleges will collaborate on the curriculum for the generalist track:**

The degree of overlap between the BSPH and BHS Public/Community Health track were sufficient to combine into one curriculum. The BHS track will be refocused into a generalist Health Science track.

OWG 3-11: Nursing:
(reviewed & supported by Diana Cone and Chris Curtis):

- 1. Recommends the following courses in Area F as pre-requisite courses for all undergraduate nursing programs:**

- 1. Anatomy and Physiology I**
- 2. Anatomy and Physiology II**
- 3. Microbiology**
- 4. Pathophysiology**
- 5. Lifespan Development**

Following extensive discussion, consensus was reached. Experience and data have shown these courses prepare pre-nursing students to be successful in the nursing major. Additionally, these courses are consistent with the Board of Regents of the University System of Georgia Area F Guidelines: Nursing.

2. Recommends the nursing programs be offered in the following delivery mode:

- 1. Traditional Pre-licensure BSN – fully on campus**
- 2. Accelerated Pre-licensure BSN – hybrid/blended excluding lab and clinical experiences**
- 3. LPN – BSN Advanced Placement Track – fully on campus**
- 4. RN – BSN – 95% online excluding lab and clinical experiences**
- 5. MSN in Chronic Care Management – fully online excluding lab and clinical experiences**
- 6. BSN – DNP – 95% online excluding lab and clinical experiences**
- 7. Post Master’s DNP – fully online excluding lab and clinical experiences**
- 8. Post Master’s Certificates – 95% online excluding lab and clinical experiences**

Following extensive discussion, consensus was reached. Undergraduate programs require extensive supervision of students and opportunities for mentoring and development of the professional nurse role. Graduate programs are designed to meet current student work life schedules and be competitive with other graduate programs in nursing.

3. Recommends a single traditional pre-licensure BSN curriculum:

Following extensive discussion, consensus was reached on the program of study. The proposed curriculum represents a quality program of study incorporating both didactic and clinical experiences designed for student success and the role of the professional nurse in the current and future health care environment. It also meets all professional accreditation standards as stated in the Essentials of Baccalaureate Education for Professional Nursing Practice by the American Association of Colleges of Nursing (AACN, 2008).

4. Recommends a single accelerated BSN (ABSN) option: [Program of study available for review upon request](#)

Following extensive discussion, consensus was reached on the ABSN program of study. The proposed curriculum represents a quality program of study incorporating both didactic and clinical experiences designed for student success and the role of the professional nurse in the current and future health care environment. It also meets all professional nursing accreditation standards as stated in the Essentials of Baccalaureate Education for Professional Nursing Practice of the American Association of Colleges of Nursing (AACN, 2008).

5. Recommends a single LPN – BSN track within the traditional BSN program:

Following extensive discussion, consensus was reached on the ABSN program of study. The proposed curriculum represents a quality program of study incorporating both didactic and

clinical experiences designed for Licensed Practical Nurses (LPN) success in the role of the professional nurse in the current and future health care environment. It also meets all professional nursing accreditation standards as stated in the Essentials of Baccalaureate Education for Professional Nursing Practice of the American Association of Colleges of Nursing (AACN, 2008).

6. Recommends a single RN – BSN curriculum:

Following extensive discussion, consensus was reached on the RN-BSN program of study. The proposed curriculum represents a quality program of study incorporating both didactic and clinical experiences designed for Registered Nurses (RN) in the role of the professional nurse in the current and future health care environment. It also meets all professional nursing accreditation standards as stated in the Essentials of Baccalaureate Education for Professional Nursing Practice of the American Association of Colleges of Nursing (AACN, 2008).

7. Recommends a single MSN curriculum with a focus on Chronic Care Management:

Following extensive discussion, consensus was reached on the RN-BSN program of study. The proposed curriculum represents a quality program of study designed to enhance the role of the professional nurse. Changing patient demographics required advanced expertise in coordinating and managing the needs of patients with multiple chronic conditions. It also meets all professional nursing accreditation standards as stated in the Essentials of Master's Education in Nursing of the American Association of Colleges of Nursing (AACN, 2011).

8. Recommends eliminating the certificate program in Multiple Chronic Conditions and incorporating the core content in to the MSN in Chronic Care Management:

Following extensive discussion, consensus was reached. Currently this certificate program is a low producing program; yielding 2 graduates in 4 years. Students found the content beneficial and often took the early courses as electives in the BSN – DNP program. Integration of the MCC Certificate content into the MSN in Chronic Care Management program permits student access to these courses as electives and it strengthens content of the MSN program. Additionally, it provides a growth opportunity which is resource neutral.

9. Recommends eliminating the certificate program in Nursing Education and creating a nursing education track in the existing MSN program:

Following extensive discussion, consensus was reached. Currently this certificate program is a low producing program; yielding 4 graduates in 8 years. Developing a track in the MSN program permits students access to these courses as electives. An MSN in Nursing Education will attract professional nurses interested in nursing education an opportunity to obtain a graduate degree. It has significant potential for enrollment growth while addressing the nursing faculty shortage. Additionally, this option is resource neutral.

10. Recommends continuing certificate programs in the following:

- 1. Family Nurse Practitioner**
- 2. Acute Care Nurse Practitioner**
- 3. Adult Gero Primary Care Nurse Practitioner**
- 4. Psychiatric Mental Health Nurse Practitioner**

Following extensive discussion, consensus was reached. The continuation of current certificate programs is resource neutral and provides Advanced Practice Nurses opportunities to enhance / expand their area of clinical expertise.

11. Recommends continuing a single BSN – DNP program with the following tracks:

- 1. Family Nurse Practitioner**
- 2. Acute Care Nurse Practitioner**
- 3. Adult Gero Primary Care Nurse Practitioner**
- 4. Psychiatric Mental Health Nurse Practitioner**

Following extensive discussion, consensus was reached on the programs of study. The proposed curriculum represents a quality program of study incorporating both didactic and clinical experiences designed for student success and the role of the Advance Practice Registered Nurse in the current and future health care environment. It also meets all professional accreditation standards as stated in the Essentials of Doctoral Education for Advanced Nursing Practice by the American Association of Colleges of Nursing (AACN, 2006).

12. Recommends continuing a single Post Master’s DNP program:

Following extensive discussion, consensus was reached on the programs of study. The proposed curriculum represents a quality program of study. Designed for the Advanced Practice Nurse working in the current and future health care environment who seeks a terminal degree. It also meets all professional accreditation standards as stated in the Essentials of Doctoral Education for Advanced Nursing Practice by the American Association of Colleges of Nursing (AACN, 2006).

**[OWG 4-2: Non-Core Requirements:](#)
[\(reviewed & supported by Diana Cone and Chris Curtis\):](#)**

- 1. Recommends the new Georgia Southern University will require all students to complete four credit hours of non-core requirements. The four credit hours will consist of a two-credit hour First-Year Seminar course and two credit hours of health/physical activity requirements:**

The FYE OWG (6-3) recommendation for a two credit hour First-year Seminar course has previously been approved by the Consolidation Implementation Committee. Two credit hours of health/physical activity instruction will bring the new Georgia Southern University closer to alignment with other USG institutions and Complete College America recommendations.

OWG 6-2: Tutoring and Testing:
(reviewed & supported by Diana Cone and Becky daCruz):

- 1. Recommends the new institution evaluate first-year transfer students (has < 30 hours) for Learning Support when a student has not already completed a course in Area A English and in Area A Math in transfer work or if the student does not meet admission standards. Evaluation will be based on the test scores from the ACCUPLACER exam as indicated by USG policy:**

First-year transfer students who meet admission requirements but have not completed Area A are more likely to need assistance in English and Math (frequently a reason fueling the transfer), thus the use of ACCUPLACER to evaluate if the student should be placed into Learning Support. First-year transfer students who do not meet admission standards will also be evaluated based on the test scores from the ACCUPLACER exam.

- 2. Recommends the Statesboro and Armstrong campuses of the new institution limits students taking ACCUPLACER to no more than twice per semester. The open access Liberty campus will allow exceptions to the two-test limit:**

Students take the ACCUPLACER exam to determine if they place into Learning Support for Math or English. If a student takes the exam the first time and scores slightly below what is needed to exempt Learning Support or place into the next level of Learning Support then students are encouraged to study and take the exam a second time. Operating as an open access campus, the Liberty campus will allow students to re-take the ACCUPLACER after two failed attempts only after attending the ACCUPLACER prep workshop.

- 3. Recommends the new institution evaluate traditional first-year students for Learning Support only when a student does not meet the admission standards of the institution. Evaluation will be based on the test scores from the ACCUPLACER exam as indicated by USG policy:**

Only students who do not meet the institutional admission standards should be evaluated for Learning Support. Students who do not meet admission standards will take the ACCUPLACER exam to determine if they place into Learning Support for Math or English.

- 4. Recommends the new institution evaluate transfer students (30+ hours) for Learning Support (a) when a student does not meet admission standards of the institution or (b) when a student has not exempted or completed Learning Support requirements in an area (English or mathematics). Evaluation will be based on the test scores from the ACCUPLACER exam as indicated by USG policy:**

Only transfer students who do not meet admission standards should be evaluated for Learning Support. Students who do not meet admission standards take the ACCUPLACER exam to determine if they place into Learning Support for mathematics or English. Per USG

policy, any student who has completed course work and exited an area of Learning Support (MATH or ENGL) will not be required to re-enter that area of Learning Support.

OWG 18-3: Environmental Health and Safety:
(reviewed & supported by Rob Whitaker and Christopher Corrigan):

- 1. Recommends proceeding with the development of a comprehensive Environmental Management System (EMS) through an established consultant with GASOU. The EMS will combine environmental compliance requirements and sustainability efforts. Recommend one EMS for Statesboro, Armstrong, Liberty, and Coastal Georgia locations and possibly a separate EMS for Herty AMDC:**

GASOU is under contract with a consultant to provide an EMS for the Statesboro campus. That EMS will be adopted by the Armstrong, Liberty, and Coastal Georgia locations. Herty AMDC may require a separate EMS due to its function as an industrial plant.