**YEAR 2**

**ACADEMIC YEAR 2013-14**

Program Review and Planning Year 2 form is an evaluation of the progress on last year’s goals (Year 1 PRP) and is also planning of goals and activities for the current year (2013-2014).

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| **Discipline: Political Science** | **Date**  |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review.)** | **Add Date (00/00/2014)** |

**Purpose of Program Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.).

**DEFINITION**

Program Review and Planning is the means by which faculty, staff, and/or administrators complete a self-evaluation of an academic discipline, program, or service.  The self-evaluation includes an analysis of both quantitative and qualitative data on how the academic discipline, program, or service is supporting the mission and strategic planning of Palomar College in meeting the educational and career interests of students.  Through the review of and reflection on key program elements, such as program data and student learning outcomes, Program Review and Planning defines the curriculum changes, staffing levels, activities, and/or strategies necessary to continue to improve the academic discipline, program, or service in support of student success.  The Program Review and Planning process also ensures short-term and long-term planning and identification of the resources necessary to implement identified goals and priorities.

[**Palomar College Mission**](http://www.palomar.edu/about/goals.aspx)

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

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| **Program/Discipline Mission** |
| **List everyone who participated in completing this Year 2 Program Review and Planning Document.****Peter Bowman, Joseph Limer** |
| **State your program’s or discipline’s mission statement. If you don’t have one, create one.****The political science program is committed to providing an engaging and supportive learning environment for diverse learners. Students will receive a comprehensive education in political science, both in theory and application, including meaningful, relevant and diverse array of transferable electives. We support students who are pursuing transfer readiness, general education and lifelong learning. Moreover, In addition courses in POSC teach students to understand the political contexts and implications of human interaction and to think critically and communicate divergent ideas cogently and thoughtfully.**  |
| **Explain how your program’s or discipline’s mission is aligned with the Palomar College Mission Statement.****The mission of the Political Science program is aligned with the mission of Palomar College through our commitment to encoruage students to critically analyze and communicate information, ideas and conceptual models, applicable to real world situations. These skills are necessary to transfer and to be successful in the global community.** |

**STEP I. Review and Evaluation of Year 1
In this section, evaluate the program plans you described in last year’s Program Review and Planning Document.
Refer to “STEP II: PLANNING” in your 2012-13 YEAR 1 PRP document at:** <http://www.palomar.edu/irp/PRPCollection.htm>.

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| 1. **Progress on Current Plans. For each planning area below, summarize your program plans as documented in the Year 1 form (last year’s form) and evaluate your progress on completing them.**

**Curriculum (Step II.A. of Year 1 PRP)**1. **Summarize the plans you made regarding curriculum? (Consider how SLO assessment results influenced curriculum planning.)**

**We planned to continue to offer the three core POSC courses (100, Intro to Political Science, 101 Intro to American Political Institutions, 102 Intro to U.S. & California Govt.) at a variety of times. The problematic factor is the number of sections we are allocated. While the core classes have generally strong enrollment, the enrollment has dipped. Our elective course (POSC 110) has also been reduced in enrollment. Our SLOAC's have illustated the need for our students to improve in their analysis of the Constitution and its applications to modern policy problems. We have held meetings with textbook publishers to look into online homework practice and multiple learning environments to accompany our textbooks. Moreover, we have worked with said publishers to create local custom editions of our most common American govt. textbook, leading to a reduction of prices.**1. **How did you implement and evaluate those curriculum changes?**

**According to the data, there has been an improvement in the scores, based on the set rubric, with regard to understanding the Constitution, checks and balances and application to current policy events.We will again assess our students in the spring, with regard to other SLOAC's.****Class Scheduling (Step II.B. of Year 1 PRP)**1. **Summarize the plans you made regarding class scheduling?**

**Due to recent budget cuts, we have had to cut almost 20% of our sections over the last five years. Due to this, we have also reduced our offerings at the satellite campuses. This has made transfer more difficult for those students who live far from campus. POSC seeks to replenish those lost sections. Fall, 2013 enrollments were down campus wide, including in POSC. However, we maintain high levels of census load.**1. **How did you implement and evaluate those class scheduling changes?**

**We were able to offer a few more sections in the fall. Enrollment was low (through none had to be cancelled). We chose not to add any more sections for this spring. While enrollment is again down - discipline and college wide, none of the POSC sections will likely be cancelled. As of now, we are leaning toward not adding any new sections for fall, 2014, while focusing on promoting and increasing enrollment in our existing sections.****Faculty Hiring (Step II.C. of Year 1 PRP)**1. **What faculty needs did you articulate for this discipline?**

**POSC would greatly benefit from an additional full time faculty member. While the hiring of our colleague, Joe Limer, has noticeably helped with our FT FTES (4.4), that number is low, compared to ten years ago, when there were three full time members in POSC. Also, the part time to full time ratio (77.2%, which is 10% higher than the college average) is quite high. The increasing strains of faculty to implement SLOAC demands, timely adjunct evaluations, accreditation requirements and other services comes at our students' expense**1. **What is the current status of the plan you articulated?**

**POSC was not able to hire a faculty member for 2014-2015. Currently, 50% our sections are taught by an adjunct faculty member. While the teaching quality of our adjuncts is high, they are not compensated for weekly office hours (as well as having very limited office space) and are often unavailable for your students. The need for another full time member is strong. We shall submit another request for AY 2015-2016.**  |
| 1. **Analysis and Impact of Resources Received (Step III – Year 1 – Resource Requests for Discipline)**
2. **What is the dollar amount you received from IPC last year (2012-2013)? You can access the 2012-13 IPC PRP allocations by clicking on this link:** <http://www.palomar.edu/irp/201213resourceallocations.pdf>

**NA**1. **How were those funds spent?**

**NA**1. **Identify permanent employees requested and prioritized by IPC, i.e., classified/CAST/administrative. You can access this information by clicking on this link:** <http://www.palomar.edu/irp/staffingplan.pdf>

**NA**1. **Describe the impact of these funds received from IPC on:**
2. **Curriculum (courses, SLOs)**

**NA**1. **Number of students affected**

**NA**1. **Other**

**NA**1. **Describe unmet funding requests as they apply to your planning and priorities.**

**NA** |

**STEP II. Evaluation of Program & SLOAC Data**

**In this section, review and analyze updated program data, the results of SLOACs, and other factors that could influence your program plans for this upcoming year.**

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| 1. **Program Data. Provide an analysis of the past six years (2007-08 through 2012-13) of your discipline’s data. Consider trends in the data and what may be causing them. (For enrollment, WSCH, & FTEF data, use Fall term data only). The links below will take you to the three sets of data to analyze.**
	* Enrollment, Enrollment Load, WSCH, and FTEF (<http://www.palomar.edu/irp/PRP_WSCH_FTEF_Load.xlsx>) **(Use Fall term data only).**
	* Course Success and Retention rates (<http://www.palomar.edu/irp/PRP_Success_Retention.xlsx>**). Note, this file is very large and there will be a delay both when you open the file and again when you initiate the first search.**
	* Degrees and Certificates (<http://www.palomar.edu/irp/PRP_Degrees_Certs.xlsx>).

**Describe your analysis and observations.****The POSC program has taken a hit. Enrollment, along with the rest of the college, has fallen. As the economy improves, students leave to enter the labor force. Also, more classes are available at competing nearby colleges and universities. Despite that, our census load remains strong at 96%. This makes us inclined to believe that we should continue to offer more of our core courses. In POSC, the WSCH/FTEF is 626. Our course retention rates are good. 93.7% and 89.2% for day and evening sections, respectively. A strong overall rate of 93%. Our pass rate is 63.5%, overall. Our day passage rate is higher than evening, 64.1% to 60.4%. Although POSC is part of many programs and degrees, the vast majority of our students are transfer students. This explains why we have very few degree awards.****Does this data reflect your planning, goals, and activities? If not, why?****The downward trend in enrollment is beyond our control. We will look at our scheduled offerings to maximize the number of students we serve. The main concern is the lack of a sufficient number of full time faculty in POSC. We will continue to advocate for more faculty. We are maintaining a steady retention andsuccess rates in our classes.** |
| 1. **SLOACs. Using the comprehensive SLOAC reports and faculty discussions as a guide, provide a summary and analysis of Student Learning Outcome assessments at the course and program level. Link to SLOAC resources:** <http://www2.palomar.edu/pages/sloresources/programreview/>
2. **Summarize your SLOAC activities during the 2012-2013 academic year.**

**The majority of our students scored a 15/20 or better on our exam essay questions during our mid term and final exams during our last assessment cycle. There are some deficiencies - including a better understanding of the Constitution, federalism and political philsophies, such as Marxism. These are ongoing challenges which POSC professors recognize and try to mitigate.**1. **Course SLOACs: What did you learn from your course SLO assessments? What will you maintain and/or change because of the assessment results?**

**THe POSC faculty have met to discuss strategies to increase student success. Some concerns stand out. First, we do not have sufficient full time faculty. Adjunct faculty are teaching at least half of the sections. They often teach at several colleges and are not compensated for weekly OH's (nor are given sufficient office space). Due to this, students are often not able to access the outside help that they require to successfully complete the SLO's.**1. **Program SLOACs: What did you learn from your program SLO assessments? What will you maintain and/or change because of the assessment results?**

**We have put in questions on exams which evaluate students' ability to analyze and apply theory and conceptual models. The majority of the students met this SLO at an adequate or high level (15-17/20). While the goal of student achievement of the SLO was achieved, we continue to look into ways to incease effectiveness. We will continue to look into more effective use of technology, socratic discussion method, among other pedagodical tools at our disposal.** |
| 1. **Other Relevant Data and Information.**
2. **Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).**

1. **Given this information, how are your current and future students impacted by your program and planning activities? Note: Analysis of data is based on both quantitative (e.g., numbers, rates, estimates, results from classroom surveys) and qualitative (e.g., advisory group minutes, observations, changes in legislation, focus groups, expert opinion) information.**

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| 1. **Labor Market Data. For Career/Technical disciplines only, provide a summary of the current labor market outlook. This data can be found on the CA Employment Development website at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **. Go here and search on Labor Market Information for Educators and Trainers (http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=112). Click on summary data profile on right side of page to search by occupation. (Check other reliable industry or government sources on Labor Market Data websites that support findings and are relevant to Region Ten – San Diego/Imperial Counties. Include job projections and trends that may influence major curriculum revisions.)**

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| 1. **Discipline/Program Assessment:** **Based on Steps I and II above, describe your discipline’s or program’s:**
2. **Strengths**

**Our main strength is the dedication, passion and talent our faculty has for the students. Ours is a very cohesive and highly collegial department, as well as inclusive of the adjunct faculty. We share many students with our colleagues in History and Economics, and have ongoing, meaningful conversations about student learning. We have several "hallway" lunches and discussions, generating authentic reflection in our teaching.**1. **Weaknesses**

**Our primary weakness is that we lack a sufficient number of full faculty. Since 2003, POSC has not had more than two full time professors (There were as many as four in 2000). This puts a strain on the remaining ful ltime faculty to coordinate SLOAC's, evaluations, and mentoring of adjunct faculty.**1. **Opportunities**

**Joseph Limer will be embarking in the designing and teaching of two new courses within the next few years in political theory and Constitutional law. Professor Limer plans to write the COR, SLO's and SLOAC's for these new courses. Our dept. continued to host the ever popular and high in-demand Political Economy Lectures. Peter Bowman and Teresa Laughlin are co-directors of the program.** 1. **Challenges**

**The great challenge in the discipline is the increasing burden we have with regard to paperwork. The PRP process is an excellent example of the increasing workload of faculty. The process has gone from a total of five hours to, with training, meetings and filling out the form, twenty hours. This is time that is taken away from our students, or to share activities and ideas with each other. We appreciate the goals and directives of the PRP process as a way to promote discussion of student learning. That being said, the process and lenghty form actually achieve the contrary - inhibiting genuine introspection.** |

**STEP III. Updated Goals & Plans**

**Taking the analyses you completed in Steps I and II, describe your program’s goals and plans.**

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| 1. **Goals and Plans: What are your goals for 2013-14? When establishing goals, consider changes you are making to curriculum, schedule, and staffing as a result of the assessments you completed in STEPS I and II above. Goals should reflect your program/discipline’s top priorities for the coming academic year.**

**For EACH goal provide the following:** |
| **GOAL #1** |
| **Program or discipline goal** | **Create a vibrant, sophisticated and supportive learning environment for our students.** |
| **Plans/Strategies for implementation** | **Apply technology, socratic discussion, debates and other critical thinking exercises.** |
| **Outcome(s) expected (qualitative/quantitative)** | **More students successfully completing the SLOAC's.** |
| **GOAL #2** |
| **Program or discipline goal** | **Increase communication with Mira Costa and CSUSM regarding POSC instruction.** |
| **Plans/Strategies for implementation** | **Continue to host Political Economy Lectures** |
| **Outcome(s) expected (qualitative/quantitative)** | **Meet with POSC professors from Mira Costa College and CSUSM in 2014-2015.** |
| **GOAL #3** |
| **Program or discipline goal** | **Hire a full time professor in POSC that is committed to student learning and achievement.** |
| **Plans/Strategies for implementation** | **Follow the faculty hiring priority process.** |
| **Outcome(s) expected (qualitative/quantitative)** | **An additional full time faculty member in POSC.** |
| **ADDITIONAL GOAL (*if needed*)** |
| **Program or discipline goal** |  |
| **Plans/Strategies for implementation** |  |
| **Outcome(s) expected (qualitative/quantitative)** |  |

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| 1. **Alignment with College Mission and Strategic Plan Goals.**
2. **How do your goals align with the Palomar College Mission?**

**Our goals align with the Palomar College mission because we seek to encourage innovations in teaching that will enable students of varying backgrounds and abilities to succeed in our transfer courses. Furthermore, by reaching out to our colleagues in neighoring institutions, we can promote discussions of student learning.**1. **How do your goals align with the College’s Strategic Plan Goals? See the College’s Strategic Plan 2016 Goals at:** <http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf>

**Goal 1: Integrate and implement effective pathways, academic programs and support services to improve student access, progress, learning and achievement of goals - This goal is directly related to our commitment to staying current on the innovations in teaching and learning.****Goal 2: Partnerships: Strengthen educational, business and community partnerships with Mira Costa and CSUSM. Moreover, POSC's ongoing dedication to PE lectures continues to encourage partnerships by linking Palomar College to the community.****Goal 3: Human resources and professional development: Recruit, hire and support a diverse faculty and staff who are committed to student learning and achievement.****Goal 4: Facilities and infrastructure: Ensure that existing and future facilities and infrastructure, support student learning, programs and services. We seek to improve the classroom environment with learning technology and socratic style class discussions.**1. **Based on your program review and planning, describe any issues/concerns that have emerged that require interdisciplinary or College-wide dialogue and/or planning.**

**The primary concern that the planning process brought up was the increasing burden on faculty time and energy, all in the name of complying with accreditation. Of course, we appreciate the need to be accredited and to comply with ACCJC standards. That having been said, we hope that there can be a way to achieve these accreditaton standards, while avoiding undue faculty workload and stress.** |

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| **STEP IV. Resources Requested for Academic Year 2013-2014:**  |
| **Now that you have completed Steps I – III, Step IV requires you to identify all additional resources you will need to achieve your Goals and Plans/ Strategies (Step III). First, identify all resource needs in each budget category.  You may have up to five (5) requests per budget category.  Provide a meaningful rationale for each request and how it links to your Goals, Plans, and Strategies.  \*Second, ALL your resource requests must be prioritized as one group; not prioritized within each budget category.  This means, you could have your #1 priority in Technology, your #2 priority in Short-term Hourly, and your #3 priority in Equipment, etc.  If you actually have five (5) requests in each of the five (5) budget categories, you would end up with 25 prioritized requests. IPC will not consider any requests that are not prioritized.Resource requests to simply replace budget cuts from previous years will not be considered.  PLEASE NOTE THAT ALL FUNDING ALLOCATED BY IPC IS ONE-TIME AND MUST BE SPENT WITHIN THE DEFINED TIMELINE. RESOURCE REQUESTS THAT SUPPORT MORE THAN ONE DISCIPLINE SHOULD BE INCLUDED ON THE ‘ACADEMIC DEPARTMENT RESOURCE REQUESTS” PRP FORM ONLY.** |

**Budget category a. Equipment (600010) (per unit cost is >$500). *Enter requests on lines below. Click here for examples of equipment:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf)

| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| --- | --- | --- | --- | --- | --- | --- |
| **a1.**  |  |  |  |  |  |  |
| **a2.**  |  |  |  |  |  |  |
| **a3.**  |  |  |  |  |  |  |
| **a4.**  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |

| **Budget category b. Technology (600010) (computers, data projectors, document readers, etc.). Enter requests on lines below. *Click here for examples of technology:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **b1.**  |  |  |  |  |  |  |
| **b2.**  |  |  |  |  |  |  |
| **b3.**  |  |  |  |  |  |  |
| **b4.**  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |

| **Budget Category c. Funds for Supplies (400010) (per unit cost is <$500 supplies) *Enter requests on lines below. Click here for examples of Supplies:***  [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](%20http%3A//www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **c1.**  |  |  |  |  |  |  |
| **c2.**  |  |  |  |  |  |  |
| **c3.**  |  |  |  |  |  |  |
| **c4.**  |  |  |  |  |  |  |
| **c5.**  |  |  |  |  |  |  |

| **Budget Category d. Funds for Operating Expenses (500010) (printing, travel, maintenance agreements, software license, etc.). *Enter requests on lines below. Click here for examples of Operating Expenses:*** [***http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf***](http://www.palomar.edu/irp/2013CategoriesforPRPResourceRequests.pdf) |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include tax, shipping, etc.)** |
| **d1.**  |  |  |  |  |  |  |
| **d2.**  |  |  |  |  |  |  |
| **d3.**  |  |  |  |  |  |  |
| **d4.**  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |

| **Budget Category e. Funds for temporary or student workers (230010/240010) Enter requests on lines below** |
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| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **\* Priority Number for all Resource Request categories** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| **e1.**  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |

**STEP V. Classified and administrative (contract) positions requests for academic year 2014-2015**

**Classified, CAST, or Administrator positions:  Enter each position request on the lines below.  You may request up to five (5) positions and they must be prioritized to be considered by IPC.  Contract position requests may include vacancies due to retirements, resignations, lateral transfers, etc., as well as any new positions to be considered.  Please note that only these position requests will be prioritized by IPC when developing the annual Staffing Plan for Instruction.**

| **Resource Category** | **Describe** **Resource** **Requested** | **Discipline goal addressed by this resource** | [**Strategic Plan 2016 Goal Addressed by this Resource**](http://www.palomar.edu/strategicplanning/PALOMAR_STRATEGICPLAN2016.pdf) | **Priority Number for Position Requests in Step V Only** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s goals, plans, analysis of data, SLOACs, and the College’s Strategic Plan.****(If this resource is already funded in part or full, name the source and describe why the source is not sufficient for future funding.** | **Amount of Funding Requested (include benefits)** |
| --- | --- | --- | --- | --- | --- | --- |
| **1.**  |  |  |  |  |  |  |
| **2.**  |  |  |  |  |  |  |
| **3.**  |  |  |  |  |  |  |
| **4.**  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |

 **Department Chair/Designee Signature Date**

 **Division Dean Signature Date**