

**EAST GEORGIA COLLEGE**  
**University System of Georgia**  
**Swainsboro, Georgia 30401**

**SPRING SEMESTER GENERAL FACULTY MEETING**  
**Friday, April 30, 2010**  
**Vice President for Academic Affairs, Dr. Tim Goodman, Presiding**

The Spring Semester General Faculty Meeting began promptly at 9 a.m. in Room C- 240 of East Georgia College's Academic Building.

**Vice President Goodman**

Dr. Tim Goodman, vice president for academic affairs at East Georgia College welcomed the faculty on-campus and at the Statesboro site to the Spring Faculty Meeting. He informed the faculty that he would hurry this meeting along due to the upcoming dedication of the Sudie A. Fulford Community Learning Center on campus at 10:30 a.m. this same morning. Dr. Goodman extended another invitation to all faculty to attend the dedication.

The first order of business was the approval of the minutes from the December, 2009 faculty meeting. The minutes were approved by all.

He invited Donald Avery, vice president of enrollment services, to the podium. Mr. Avery distributed the list of May graduates and asked for approval of the students for graduation. The faculty approved the list of students.

Dr. Goodman moved next to items for approval from the faculty from the Academic Policies Committee.

- a. The Revision of Math and Science Mission Statement. The faculty voted and approved the statement.
- b. The Study Abroad Committee approval as a standing committee. The faculty voted and approved.
- c. The Removal of Philosophy 2101 from Area C and F. The faculty voted and approved the removal.
- d. The Authentication of Online Student Policy. The faculty voted and approved the Policy.
- e. The Elimination of English 0097, Math 0097, and Reading 0098. The faculty approved the elimination.
- f. The Faculty and Staff Progressive Discipline Policy. The faculty did not approve the policy.

The Spring Semester General Faculty Meeting adjourned at 10:05 a.m.

Respectfully submitted,

Gerald D. Hooks - Recording Secretary  
Dr. Tim Goodman, Vice President for Academic Affairs



# EAST GEORGIA COLLEGE

131 College Circle ~ Swainsboro, Georgia 30401

## Payroll Calendars ~ 2010 - 2011

### Biweekly Payroll

#### Submission Deadlines

August 6, 2010  
August 20, 2010  
September 3, 2010  
September 17, 2010  
October 1, 2010  
October 15, 2010  
October 29, 2010  
November 12, 2010  
November 24, 2010  
December 10, 2010  
December 20, 2010  
January 7, 2011  
January 21, 2011  
February 4, 2011  
February 18, 2011  
March 4, 2011  
March 18, 2011  
April 1, 2011  
April 15, 2011  
April 29, 2011  
May 13, 2011  
May 27, 2011  
June 10, 2011  
June 24, 2011  
July 8, 2011  
July 22, 2011  
August 5, 2011

#### Payroll Dates

August 13, 2010  
August 27, 2010  
September 10, 2010  
September 24, 2010  
October 8, 2010  
October 22, 2010  
November 5, 2010  
November 19, 2010  
December 3, 2010  
December 17, 2010  
December 31, 2010  
January 14, 2011  
January 28, 2011  
February 11, 2011  
February 25, 2011  
March 11, 2011  
March 25, 2011  
April 8, 2011  
April 22, 2011  
May 6, 2011  
May 20, 2011  
June 3, 2011  
June 17, 2011  
July 1, 2011  
July 15, 2011  
July 29, 2011  
August 12, 2011



# EAST GEORGIA COLLEGE

131 College Circle ~ Swainsboro, Georgia 30401

## Payroll Calendars ~ 2010 - 2011

### Monthly & Faculty Payroll

#### Submission Deadlines

August 23, 2010  
September 22, 2010  
October 20, 2010  
November 18, 2010  
December 15, 2010  
January 20, 2011  
February 16, 2011  
March 23, 2011  
April 20, 2011  
May 20, 2011  
June 20, 2011  
July 20, 2011

#### Payroll Dates

August 31, 2010  
September 30, 2010  
October 30, 2010  
November 30, 2010  
December 31, 2010  
January 31, 2011  
February 28, 2011  
March 31, 2011  
April 29, 2011  
May 31, 2011  
June 30, 2011  
July 29, 2011

#### \* Faculty End of Semester Dates:

December 15, 2010  
May 13, 2011

#### \* Please note

All direct deposits for monthly employees will now be the last working day of the month.

Contact Information:

**East Georgia College Counseling and Disability Services**  
Anna Marie Reich, Swainsboro Campus (478) 289-2039 or [areich@ega.edu](mailto:areich@ega.edu)  
Dr. Tori Kearns, Statesboro Campus (912) 688-6912 or [tkearns@ega.edu](mailto:tkearns@ega.edu)

**Common Warning Signs of Student Distress**

- Uncharacteristically poor performance or preparation for that student
- Disruptive classroom behavior
- Excessive absence or tardiness
- Avoiding or dominating discussions
- References to suicide or homicide in verbal statements or writing
- Asking instructor for help with personal problems
- Inability to get along with others
- Complaints from other students
- Change in personal hygiene
- Dramatic weight gain or loss
- Frequently falling asleep in class
- Irritability
- Impaired speech
- Tearfulness
- Intense emotion
- Inappropriate responses
- Physically harming self

**Suggestions for Intervention**

- Speak to the student privately to minimize embarrassment and defensiveness
- Avoid making promises to keep shared information confidential
- Discuss your observations and perceptions of the situation directly and honestly with the student
- Express your concern in a non-judgmental way; respect the individual's value system
- Be honest with students about the limits of your ability to help them and let them know that you can help them get to someone who can help address their concerns
- If the student appears to be in imminent danger of harming himself or others, contact the counseling center or campus security (478-455-0125) immediately. Statesboro faculty should contact GSU campus security at (912) 478-5234.

**How to Make a Referral to the Counseling Center**

- Contact the counseling center on either campus
- Provide counseling center staff with the individual's name, date of incident, and a description of the incident that has caused concern



# EAST GEORGIA COLLEGE SEXUAL HARASSMENT POLICY

Fall Workshop August 4, 2010

## 6.5 Sexual Harassment

Sexual harassment is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements.

### 6.5.1 Policy Statement

East Georgia College follows the policy statement as passed by the Board of Regents, University System of Georgia (Section 802.18 of the Policy Manual). That statement reads as follows:

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of any employee on the basis of sex violates this federal law.

Sexual harassment of employees or students in the University System is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- A. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
- B. Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or
- C. Such conduct unreasonably interferes with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or academic environment.

### 6.5.2 Definition of Sexual Harassment

Sexual harassment is a form of illegal sex discrimination as defined by Title VII of the Civil Rights Act of 1964, as amended, and a violation of the Education Amendment of 1972.

The United States Supreme Court defines sexual harassment as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
2. submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when



1. submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic standing; or
2. submission to or rejection of such conduct by a student is used as the basis for academic decisions affecting such student; or
3. such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive academic environment.

### 6.5.3 Examples of Sexually Harassing Behavior

Sexual harassment may occur in any segment of the college community, including the administration, faculty, staff, and students, and encompasses a wide range of behaviors including, but not limited to,

- Verbal Harassment--sexual remarks, jokes, teasing
- Physical Harassment--unnecessary physical contact
- Bribery--requesting sexual favors accompanied by implied or overt threats concerning such things as one's job, promotion, grades, etc.
- Physical Assault--use of physical force

### 6.5.4 Procedures for Handling Complaints of Sexual Harassment

**Students** who consider themselves to be victims of sexual harassment should file a formal complaint with the director of student services.

**Faculty members** should file their report with the Vice President for Academic Affairs.

**Classified employees** should file their report with the Vice President for Fiscal Affairs.

Complaints involving the **administrators** of the college should be filed with the President.

Verbal notice should be immediately followed by a written formal complaint. The formal complaint should include, but is not limited to, the following:

1. Date(s) of occurrence(s)
2. Place(s) of occurrence(s)
3. Time(s) of occurrence(s)
4. Specific description of occurrence(s)
5. Familiar or overly familiar gestures of accused
6. Reaction description of both parties according to accuser
7. Witness(es), if any, to collaborate statement
8. Secure signature of accuser on his/her statement in the presence of a notary public and secure notarized signature and seal.

An investigation into the incident will be conducted by the Vice President for Student and Enrollment Services, the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, or the President. Appropriate action will be taken. Any appeal as a result of the investigation shall be made to the President of the college. Any appeal of a decision of the President shall be made to the Board of Regents.

### 6.5.5 Plan for Educating the Institutional Community to Prevent Sexual Harassment

The East Georgia College Sexual Harassment Plan will be distributed and discussed as appropriate at the fall term general faculty workshop. The plan will also be distributed to each member of the classified staff. The plan also will be incorporated into the Student Handbook and Faculty Handbook.

*Source: EGC Faculty Handbook*



## 802.20 UNIVERSITY SYSTEM OF GEORGIA ETHICS POLICY

*Fall Workshop August 4, 2010*

### **A. Introduction**

The University System of Georgia (USG) is committed to the highest ethical and professional standards of conduct in pursuit of its mission to create a more educated Georgia. Accomplishing this mission demands integrity, good judgment and dedication to public service from all members of the USG community. While the USG affirms each person's accountability for individual actions, it also recognizes that the shared mission and the shared enterprise of its institutions require a shared set of core values and ethical conduct to which each member of the USG community must be held accountable. Furthermore, the USG acknowledges that an organizational culture grounded in trust is essential to supporting these core values and ethical conduct. The following Statement of Core Values and Code of Conduct are intended to build, maintain and protect that trust, recognizing that each member of the USG community is responsible for doing his/her part by upholding the highest standards of competence and character.

### **B. Applicability**

The Statement of Core Values and the Code of Conduct comprise the USG Ethics Policy. The USG Ethics Policy applies to all members of the USG community. The USG community includes all members of the Board of Regents, all individuals employed by or acting on behalf of the USG or one of the USG institutions including volunteers, vendors, contractors, members of the governing boards and employees of all cooperative organizations affiliated with the USG or one of its institutions. Violations of the USG Ethics Policy may result in disciplinary action including dismissal or termination.

Members of the Board of Regents and all individuals employed by the USG or one of its institutions in any capacity shall participate in USG Ethics Policy training and shall certify compliance with the USG Ethics Policy on a periodic basis as provided in the USG Business Procedures Manual. Cooperative organizations, vendors and contractors shall certify compliance with the USG Ethics Policy by written agreement as provided in the USG Business Procedures Manual. The USG Ethics Policy governs only official conduct performed by or on behalf of the USG.

### **C. Statement of Core Values**

- I. **Integrity** – We will be honest, fair, impartial and unbiased in our dealings both with and on behalf of the USG.
- II. **Excellence** – We will perform our duties to foster a culture of excellence and high quality in everything we do.
- III. **Accountability** – We firmly believe that education in the form of scholarship, research, teaching, service and developing others is a public trust. We will live up to this trust through safeguarding our resources and being good stewards of the human, intellectual, physical and fiscal resources given to our care.
- IV. **Respect** – We recognize the inherent dignity and rights of every person, and we will do our utmost to fulfill our resulting responsibility to treat each person with fairness, compassion and decency.

### **D. Purpose of the Code of Conduct**

Every member of the USG community is required to adhere to the USG Statement of Core Values – Integrity • Excellence • Accountability • Respect – that form and guide the daily work of the organization. The USG recognizes that each member of the USG community attempts to live by his or her own values, beliefs and ethical decision-making processes. The purpose of the Code of Conduct is to guide members of the USG community in applying the underlying USG Statement of Core Values to the decisions and choices that are made in the course of everyday endeavors. Each USG institution must ensure that its institutional ethics policies are consistent with this USG Ethics policy.



## **E. Code of Conduct**

### **We will:**

- I. **Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.**
- II. **Act as good stewards of the resources and information entrusted to our care.**
- III. **Perform assigned duties and professional responsibilities in such a manner so as to further the USG mission.**
- IV. **Treat fellow employees, students and the public with dignity and respect.**
- V. **Refrain from discriminating against, harassing or threatening others.**
- VI. **Comply with all applicable laws, rules, regulations and professional standards.**
- VII. **Respect the intellectual property rights of others.**
- VIII. **Avoid improper political activities as defined in law and Board of Regents Policy.**
- IX. **Protect human health and safety and the environment in all USG operations and activities.**
- X. **Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.**
- XI. **Disclose and avoid improper conflicts of interest.**
- XII. **Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents policy.**
- XIII. **Not use our position or authority improperly to advance the interests of a friend or relative.**

## **F. Interpretation and Sources**

The Statement of Core Values and Code of Conduct do not address every conceivable situation or ethical dilemma that may be faced by members of the USG community. Members of the USG community are expected to exercise good judgment absent specific guidance from this policy or other applicable laws, rules and regulations. Specific questions pertaining to the Statement of Core Values or Code of Conduct should be directed to a supervisor or other competent authority at the University System Office or at the institution's office of Legal Affairs, Internal Audit, Compliance, Human Resources, Academic Affairs or other appropriate office. There are also multiple sources of authority that address specific questions or situations. Examples include:

- Board of Regents Policy Manual
- Board of Regents Business Procedures Manual
- Board of Regents Human Resources Administrative Practice Manual
- Institutional policies, handbooks and procedures
- State Laws and Regulations
- Federal Laws and Regulations
- 

Further specific explanatory notes and references may be found on the USG's website at [www.usg.edu/compliance/ethics/](http://www.usg.edu/compliance/ethics/) or its successor reference. (BR Minutes, November 2008)

**Source: Board of Regents Policy Manual, approved November 10, 2008**



## Core Curriculum – Target 2012

## EGC Core Curriculum

- Area A: Basic Skills 9 hrs
- Area B: Institutional Options 4 hrs
- Area C: Humanities 6 hrs
- Area D: Science/Math 11 hrs
- Area E: Social Sciences 12 hrs
- Area F: Field of Study 18 hrs
- Additional Institutional Requirements:
  - Student Success
  - Physical Education and Health

## Old Core - USG

- Area A1: Communication Skills 6 hours
- Area A2: Quantitative Skills 3 hours
- Area B: Institutional Options 4-5 hours
- Area C: Humanities/Fine Arts 6 hours
- Area D: Science, Math, Technology 10-11 hours
- Area E: Social Sciences 12 hours
- Area F: Courses Related to the Program of Study 18 hours

## New Core Curriculum

- Area A1: Communication Outcomes At least 6 hours
- Area A2: Quantitative Outcomes At least 3 hours
- Area B: Institutional Options At least 3 hours
- Area C: Humanities, Fine Arts, and Ethics At least 6 hours
- Area D: Natural Sciences, Math, Technology At least 7 hours\*
- Area E: Social Sciences At least 6 hours
- Area F: Lower-Division Major Requirements 18 hours

**49 hours designated**

## Key Change #1

- All institutions are required to develop and assess learning outcomes for each area of the core.
- May have Regents' Test Tie-In

## Key Change #2

- Three new learning goals, US Perspectives (US), Global Perspectives (GL), and Critical Thinking (CT), are added to the core. The US and GL are incorporated as overlay requirements. Each institution would designate some courses in Areas A-E as US courses and some courses in Areas A-E as GL courses. In fulfilling the Area A-E requirements, every student must take at least one US course and at least one GL course. CT is added by requiring each institution to develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills.

### Key Change #3

- Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another System institution (even if the Area has not been completed) as long as (a) the course is within the Area hours limitations of either the sending institution OR the receiving institution and (b) the student does not change from a non-science major to a science major.

### Area A

- Engl 1101
  - Engl 1102
  - Math 1001, 1111, 1113 or 1501
- A1 - Communications:**  
(6 hrs minimum)
- Engl 1101
  - Engl 1102
- A2 - Quantitative Outcomes:**  
(3 hrs minimum)
- Math 1101, 1111, 1113 or 1501

### Area B

- Choose One of the Following:
    - Comm 1110\*
    - Biol 1000
    - Geol 1123
    - Pcis 2401
  - Choose One of the Following:
    - Egac 1010
    - Serv 1001
    - Math 1000
    - Prob 1101
    - Preb 1102
- (At Least 3 hours)
- Choose One of the Following:
    - Comm 1110\*
    - Biol 1000
    - Geol 1123
    - Pcis 2401 (GL)
  - Choose One of the Following:
    - Egac 1010
    - Serv 1001
    - Math 1000
    - Prob 1101
    - Preb 1102
- \*Area B, C or F

### Area C

- Engl 2111, 2112, 2120, or 2130
  - Choose one of the Following:
    - Engl 2111, 2112, 2120, 2130
    - Span 1001, 1002, 2001, 2002
    - Fron 1001, 1002, 2001, 2002
    - Comm 1110\*
    - Musc 1100
    - Art 1100
- (6 hours minimum)
- Engl 2111, 2112, 2120, or 2130 (GL)
  - Choose one of the Following:
    - Engl 2111, 2112, 2120, 2130 (GL)
    - Span 1001, 1002, 2001, 2002 (GL)
    - Fron 1001, 1002, 2001, 2002 (GL)
    - Comm 1110\*
    - Musc 1100 (GL)
    - Art 1100 (GL)

### Area D

- Choose Two of the Following:
    - Biol 1103\*, 1104\*
    - Biol 1107, 1108
    - Chem 1211, 1212
    - Geol 1121, 1122
    - Isci 1101\*
    - Phys 1121, 1122
  - Choose One of the Following:
    - Math 1113, 1121, 1301, 1540, 2012, 2013
- (7 hours minimum - 10 reality)
- Choose Two of the Following:
    - Biol 1103, 1104
    - Biol 1107, 1108
    - Chem 1211, 1212
    - Geol 1121, 1122
    - Isci 1101
    - Phys 1121, 1122
  - Choose One of the Following:
    - Math 1113, 1121, 1301, 1540, 2012, 2013
- \*Non-Science Majors

### Area E

- Pcis 1101
  - Hist 2111 or 2112
  - Choose Two of the Following:
    - Anth 1102
    - Econ 2105, 2106
    - Geog 1101
    - Hist 1101, 1102, 2111, 2112
    - Pcis 2401
    - Psyc 1101
    - Soci 1101
- (6 hours minimum)
- Pcis 1101 (US)
  - Hist 2111 or 2112 (US)
  - Choose Two of the Following:
    - Anth 1102
    - Econ 2105, 2106 (US)
    - Geog 1101 (US)
    - Hist 1101, 1102, (GL) 2111, 2112
    - Pcis 2401 (GL)
    - Psyc 1101
    - Soci 1101



### **Area F**

- Keep the current Area Fs or adjust to changes from the Academic Discipline Committees.

### **Additional Graduation Req.**

- Student Success
- Health
- Physical Education

### **Questions?**

- How closely does the new core need to follow the old core?
- How closely does the new core need to follow GaSoU's Core?
- Does the CT outcome require a special course or is it infused across the curriculum?
- Who will be involved in developing the new Core?

### **Who?**

- Ad Hoc Core Curriculum Committee
- Dr. Palumbo – Council on General Education
- Division Chairs
- Academic Program Coordinators
- Representatives for the Regents' Academic Advisory Committees

## Academic Program Coordinators East Georgia College

<b>Program of Study</b>	<b>Academic Coordinator</b>	<b>Qualifications</b>
Agriculture	Dr. Paul Cerpovicz	Ph.D, Biochemistry
Anthropology	Mr. David Strickland	M.A. Sociology
Art	Mr. Desmal Purcell	MFA, Art
Biology	Dr. Jimmy Wedincamp	Ph.D, Biology
Business Administration and Economics	Dr. David Bartram	Ph.D, Economics
Business Education	Dr. David Bartram	Ph.D, Economics
Chemistry	Dr. Tim Goodman	Ph. D, Chemistry
Computer Science	Dr. Bob Brown	Ph.D, Engineering; AT&T Satellite Project Manager
Criminal Justice	Dr. David Bartram	Ph.D, Economics Master of Public Administration
English	Dr. Alan Brasher	Ph.D English, 2005 USG Regents' Distinguished Faculty Award
Exercise and Health Sciences	Dr. Walt Mason	Ph.D, Physical Education
Foreign Language	Ms. Jeniba Dart	M.A. Culture/Spanish Language
Forestry	Dr. Paul Cerpovicz	Ph.D, Biochemistry
General Studies	Dr. David Bartram Dr. Bob Brown Dr. Carmine Palumbo	Chair, Social Science Division Chair, Math/Science Division Chair, Humanities Division
Geology	Dr. Glenn Stracher	Ph.D, Geology and Engineering Mechanics
History	Dr. Thomas Upchurch	Ph.D, History
Home Economics	Dr. Paul Cerpovicz	Ph.D, Biochemistry
Mathematics	Mr. John Blackburn	M.S. Math
Nursing	Dr. Jimmy Wedincamp	Ph.D, Biology
Political Science	Dr. Tom Caiazzo	Ph.D, Political Science
Psychology	Dr. Tori Kearns	Ph.D, School Psychology
Recreation	Dr. Walt Mason	Ph.D, Physical Education
Sociology	Mr. David Strickland	M.A. Sociology
Teacher Education	Dr. Deena McKinney	Ph.D. Social Science Education



## Core Curriculum/Target 2012

The USG Board of Regents approved a revised core curriculum policy on October 14, 2009. Under both the previous and revised core curriculum policy, general education is a substantial component of each undergraduate degree program. Under the revised policy, a minimum of 31 semester hours of core curriculum courses (Areas A-E) are to be taken within the first two years, as detailed in the following table:

Area A1:	Communication Skills: At least 6 hours Courses that address learning outcomes in writing in English
Area A2:	Quantitative Skills: At least 3 hours Courses that address learning outcomes in quantitative reasoning
Area B:	Institutional Options: At least 3 hours Courses that address general education learning outcomes of the institution's choosing
Area C:	Humanities, Fine Arts, and Ethics: At least 6 hours Courses that address learning outcomes in humanities, fine arts, and ethics
Area D:	Natural Sciences, Math, and Technology: At least 7 hours At least 4 of these hours must be in a lab science course. Courses that address learning outcomes in the natural sciences, mathematics, and technology.
Area E:	Social Sciences: At least 6 hours Courses that address learning outcomes in the social sciences
Area F:	Lower-Division Major Requirements: 18 hours Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.

To further broaden students' breadth of knowledge, learning goals for a **US Perspective**, a **Global Perspective** and **Critical Thinking** have been added under the revised core curriculum policy.

# USG Academic Affairs Handbook

## 2.4 Core Curriculum

### **SOURCES:**

BoR POLICY MANUAL 3.3.1, CORE CURRICULUM

BOARD OF REGENTS MINUTES, 10/14/2009

EFFECTIVE DATE: ALL INSTITUTIONS WILL IMPLEMENT THIS POLICY NO LATER THAN FALL 2011 BUT MAY IMPLEMENT IT EARLIER. HOWEVER, IN ORDER TO ALLOW FOR CURRICULAR ALIGNMENT WITH FOUR-YEAR INSTITUTIONS, TWO-YEAR INSTITUTIONS MAY DELAY IMPLEMENTATION UNTIL FALL 2012.

### **2.4.1 General Education Learning Goals**

*Last reviewed: January 2010*

The University System of Georgia (USG) is a composite of diverse institutions that, in spite of their diversity, require System-wide coherence to facilitate success for transfer students. To achieve these ends, the USG outlines general education learning goals that serve as guides for each institution to develop its own general education learning outcomes. Each institution is required to develop one or more learning outcomes for each learning goal. Instead of presenting the learning goals with descriptions or specific required outcomes, examples of learning outcomes that would fall under each learning goal are provided.

The learning outcomes for Goals A–E and Goals I–III developed by institutions must be approved by the Council on General Education. All learning outcomes must be collegiate level, not skills-based, and broadly focused. They must be consistent with the learning goals and with the mission of the USG.

The academic advisory committees will specify learning outcomes for each Area F. These learning outcomes must be collegiate level and provide an appropriate base for later learning outcomes in the relevant degree program. They must be consistent with the mission of the USG.

Per the USG Comprehensive Program Review Policy (BoR Policy 3.6.3, Comprehensive Academic Program Review), the assessment of general education learning outcomes is required at all institutions and must be a part of each institution's regular report on comprehensive program review submitted to the Assistant Vice Chancellor for Campus-Based Initiatives. SACS' final recommendations and findings regarding the assessment of general education outcomes (if any) must also be sent to the Assistant Vice Chancellor for Campus-Based Initiatives.

### **Learning Goal A1: Communication Outcomes**

Examples of learning outcomes that would forward this goal:

- Students produce well-organized communication that meets conventional standards of correctness, exhibits an appropriate style, and presents substantial material.
- Students communicate effectively using appropriate writing conventions.



- Students have the ability to assimilate, analyze, and present in oral and written forms, a body of information.
- Students have the ability to adapt communication to circumstances and audience.
- Students have the ability to interpret content of written materials on related topics from various disciplines.
- Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use of information sources.

### **Learning Goal A2: Quantitative Outcomes**

Examples of learning outcomes that would forward this goal:

- Students have a strong foundation in mathematical concepts, processes, and structure.
- Students effectively apply symbolic representations to model and solve problems.
- Students have the ability to model situations from a variety of settings in generalized mathematical forms.
- Students have the ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic forms while solving a variety of problems.
- Students have the ability to solve multiple-step problems through different (inductive, deductive, and symbolic) modes of reasoning.

### **Learning Goal B: Institutional Options**

System institutions may develop additional learning goals (and their associated outcomes) that fit their respective missions.

Examples of possible additional goals include: collaboration, technology, ethics, civic responsibility and/or civic engagement, and service learning.

### **Learning Goal C: Humanities, Fine Arts, and Ethics**

Examples of learning outcomes that would forward this goal:

- Students can compare and contrast the meaning of major texts from both Western and non-Western cultures.
- Students recognize themselves as participants in a particular culture and see how this affects their experiences and values.
- Students have the ability to make informed judgments about art forms from various cultures including their own culture.
- Students have the ability to recognize the fine arts as expressions of human experience.
- Students have the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and social needs and values.
- Students have the ability to apply knowledge of historical, social, and cultural influences to understanding a work of art.
- Students recognize that an ethical issue is present and can distinguish ethical choices from mere self-interest.
- Students are aware of the ways that culture shapes ethical views and can critically evaluate those views.

### **Learning Goal D: Natural Sciences, Mathematics, and Technology**

Examples of learning outcomes that would forward this goal:

- Students have the ability to understand the physical universe and science's relationship to it.
- Students have the ability to understand the changing nature of science.

### **Learning Goal E: Social Sciences**

Examples of learning outcomes that would forward this goal:

- Students have the ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change.
- Students have the ability to articulate the complexity of human behavior as a function of the commonality and diversity within groups.

### **Learning Goal I: US Perspectives**

Examples of learning outcomes that would forward this goal:

- Students understand the history of the U.S. and can see the effect of this history on contemporary culture.
- Students understand the importance of cultural diversity in the U.S.
- Students understand the constitutional principles and related political, social, and institutional developments and governmental processes fundamental to an understanding of American democracy and political participation, from colonial times to the present.

### **Learning Goal II: Global Perspectives**

Examples of learning outcomes that would forward this goal:

- Students are engaged and informed global citizens, aware of global multicultural issues, and able to explain the differences among personal, social, political and economic decision-making processes at the state, federal and international levels of government.
- Students effectively explore the place of the U.S. in the diverse realm of societies across the globe.
- Students have communicative competence in a second language.
- Students recognize individual and cultural differences across the globe and demonstrate an ability to communicate and interact effectively across cultures.

### **Learning Goal III: Critical Thinking**

Examples of learning outcomes that would forward this goal:

- Students are active, independent, and self-directed thinkers and learners who apply thinking skills and innovation to solve problems.
- Students confront ambiguous situations and go beyond traditional approaches to devise more useful and favorable solutions.
- Students effectively identify, analyze, evaluate, and provide convincing reasons in support of conclusions.
- Students have the ability to consider and accommodate opposing points of view.
- Students have the ability to interpret inferences and develop subtleties of symbolic and indirect discourse.
- Students have the ability to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.
- Students have the ability to identify the audience, intent, value, and disciplinary perspective of potential sources of information.

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## 2.4.2 Areas A–F

*Last reviewed: January 2010*

Every institution in the USG will have a core curriculum of precisely 42 semester hours and an Area F of precisely 18 hours. All students must meet the core requirements of the institutions from which they receive their degrees. However, see the rules regarding transfer credit in [Section 2.4.9, Transfer Rules](#).

Area	Area Name	Description	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 hours
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 hours
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing	At least 3 hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 hours
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.	At least 7 hours. At least 4 of these hours must be in a lab science course.
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 hours
F	Lower-Division Major Requirements	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours

The minima for Areas D and E are lower than the hours required in these Areas in the 1998 core. This is not intended as a signal that institutions should reduce (or increase) the hours in these areas. The intent is to put this matter in the hands of the faculty of individual institutions by roughly requiring two courses in each of Areas C–E. See [Section 2.4.4](#), for details regarding Area D.

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## 2.4.3 US, GL, and CT Learning Goals

*Last reviewed: January 2010*

Each institution's Areas A–E will include three additional requirements.

### **Areas US (US Perspectives) and GL (Global Perspectives) Learning Goals**



Goal	Description
US Perspectives	Courses that address learning outcomes focused on the United States of America.
Global Perspectives	Courses that address learning outcomes focused on countries other than the United States of America

Each institution will designate one or more courses in Areas A–E as US courses and one or more courses in Areas A–E as GL courses. No course may be both a US course and a GL course. As they are fulfilling the Area A–E requirements, every student must take at least one US course and at least one GL course.

Example: RELS 1234, Introduction to World Religions, is in Area C of the core at Decatur State University. It is designated a GL course. A student who takes RELS 1234 would satisfy the GL requirement and also earn hours toward the Area C requirement.

### **CT (Critical Thinking) Learning Goal**

Each institution must have a core curriculum CT plan to ensure that students who complete Areas A–E attain learning outcomes regarding foundational critical thinking skills. Institutions are encouraged to be innovative in their CT plans.

Options include but are not limited to the following:

- Designating a course or courses in Areas A–E as CT courses and requiring that as they are fulfilling the Area A–E requirements, every student must take at least one CT course.
- Requiring students to develop a CT portfolio composed of materials from assignments in Area A–E courses. This portfolio would then be evaluated by designated faculty.
- Requiring that students earn a particular score on a nationally recognized critical thinking test (e.g., the California Critical Thinking Skills Test, the Analytical Writing Section of the GRE General Test, the SAT Writing test).

## **2.4.4 Details Regarding Areas A–F**

*Last reviewed: January 2010*

All courses in Areas A–E must be taught at the collegiate level and be broadly focused. They must clearly address the general education learning outcomes of the institution. They must be consistent with the USG’s mission and strategic plan.

### **Area A1 Communication Skills**

If offered, ENGL 1101 and ENGL 1102 must be placed in this area. Other approved courses may be placed in this area. See [Section 2.4.6](#) for course approval rules.

Effective Fall 2010, students who have earned 60 hours but have not completed Area A1 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours.

Effective Fall 2012, the hour limit is lowered to 30 hours.

Institutions are allowed to move to the 45/30 hour limits before they are required to do so. For students with Learning Support (LS) requirements in reading or writing, taking the required LS course(s) counts as making progress toward completing Area A1.

### **Area A2 Quantitative Skills**

If offered, MATH 1111, MATH 1113 and either MATH 1001 or MATH 1101 must be placed in this area. MATH 1113 may also be placed in Area D. Other approved courses may be placed in this area. See Section 2.4.6 for course approval rules.

For students majoring in mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education, pre-calculus must be the required mathematics course in Area A2 at all institutions. In this document, these majors are collectively referred to as "science programs."

Institutions may require pre-calculus in Area A2 for majors in agricultural science and environmental science. While students may fulfill this requirement with a math course higher than pre-calculus, institutions may not require them to do so.

A calculus course is required in Area A2 for all engineering majors and for all programs at Georgia Institute of Technology. While students may fulfill this requirement with a math course higher than a first course in calculus, institutions may not require them to do so.

At institutions where trigonometry serves as an immediate prerequisite for Calculus I, the completion of trigonometry will be regarded as completion of pre-calculus in Area A2. Institutions do not need Council on General Education approval to add such trigonometry courses to Area A2, but the course catalog and the institution's listing of Area A2 courses on the Academic Programs website ([http://www.usg.edu/academic\\_programs/information/core\\_curriculum\\_requirements\\_for\\_usg\\_colleges\\_and\\_universities/](http://www.usg.edu/academic_programs/information/core_curriculum_requirements_for_usg_colleges_and_universities/)) should indicate that the trigonometry course in Area A2 meets the pre-calculus requirement.

Symbolic logic and math for liberal arts may not be used as substitutions for algebra or mathematical modeling in Area A2.

Institutions or programs may grant one semester hour of credit for an Area A2 course to count in Area F or in the general degree requirements.

Effective Fall 2010, students who have earned 60 hours but have not completed Area A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours.

Effective Fall 2012, the hour limit is lowered to 30 hours.

Institutions are allowed to move to the 45/30 hour limits before required to do so. For students with LS requirements in mathematics, taking the required LS course counts as making progress toward completing Area A2.

### **Area B Institutional Options**

These courses must include analytical, historical, critical and/or appreciative material.

### **Area C Humanities, Fine Arts, and Ethics**

These courses must include analytical, historical, critical, and/or appreciative material.

### **Area D Natural Science, Mathematics, and Technology**

These courses must be introductory and broadly focused. They must be analytic in nature and have a problem-solving component.

Science programs must require two four-hour laboratory science courses in Area D.

Science programs may specify a higher level math course in Area D.

Given the importance of natural science, mathematics, and technology, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students' knowing less about the natural sciences, mathematics, and technology than under the current core.

An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.

Institutions may have Area D requirements specific to all science programs, but no science program may require that students take a particular science in Area D. See the rules on prerequisites below.

For example, institutions may not require that chemistry majors complete Area D with chemistry courses.

Creative writing and technical communication courses may not be included in Area D.

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.

Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology. The only biology courses that may be used to fulfill this requirement are Introductory Biology (designed for non-science majors) and Principles of Biology (designed for science majors). The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track. Health professions majors have the option of taking the Survey of Chemistry sequence or the sequence appropriate for science majors, but they may not fulfill their Area D requirements with chemistry courses designed for non-science majors.

Non-science majors may use the Survey of Chemistry sequence to fulfill the Area D requirements, but it may not be used to fulfill the science requirements for science majors not in the health professions.



### **Area E Social Sciences**

These courses must include analytical, historical, critical and/or appreciative material. If course work is used to satisfy the U.S./Georgia history and constitutions requirements, these course(s) must be part of Area E.

### **Area F Lower-Division Major Requirements**

This area must be composed exclusively of 1000/2000 level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels.

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## **2.4.5 Rules Regarding Inclusion in Areas A–F**

*Last reviewed: January 2010*

Every institution must offer a path to completing all Area A–E requirements composed exclusively of 1000 and 2000 level courses. Other approved 3000 and 4000 level courses may also be placed in Areas A–E. See [Section 2.4.6](#) for course approval rules.

Physical education activity/basic health requirements may not be placed in Areas A–F. Up to four hours of physical education activity/basic health courses may be required outside of Areas A–F in excess of the maximum number of hours indicated for undergraduate degrees. Offerings in physical education/health in excess of the maximum number of hours indicated for undergraduate degrees must be limited to activity, basic health information, first aid, CPR, and safety courses. Transferring students taking physical education/basic health hours at one institution may not be required to duplicate these hours at the receiving institution.

Orientation courses may not be placed in Areas A–F. Up to four hours of orientation courses may be required outside of Areas A–F in excess of the maximum number of hours indicated for undergraduate degrees. Transferring students taking orientation hours at one institution may be required to take additional orientation hours (outside the maximum hours indicated for the undergraduate degree) at the receiving institution.

Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Areas A–E.

Institutions may decide that the first course in a foreign language falls outside of the maximum number of hours indicated for undergraduate degrees and/or outside of Areas A–F. Institutions that decide that the first course in a foreign language falls outside of the maximum number of hours are not required to grant transfer credit for such courses but may do so if they wish.

Courses in Areas A–F may not carry a fraction of a semester hour of credit.

Institutions may not permit the completion of any course to fulfill requirements in more than one Area A–F. Where the same course is authorized in more than one Area A–F, the student completing the course to meet the requirements of one area must take another course in the second area to meet the requirements of the second area.

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## **2.4.6 Approval Procedures**

*Last reviewed: January 2010*

Each institution will first submit the courses proposed for Areas A–E to the relevant Academic Advisory Committee and then to the Council on General Education. US/GL/CT courses and plans must be approved by the Council on General Education.

The courses in Area F must be approved by the relevant Academic Advisory Committee.

Courses previously approved for use in Area A–F at an institution do not require re-approval for use at that institution.

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## **2.4.7 Prerequisites and Exceptions**

*Last reviewed: January 2010*

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

### **Exception 1**

If one particular course is required in order to complete an Area, that course may be a prerequisite for a course in another Area or for a course outside of Area A–E.

### **Exception 2**

Degree programs may add courses in Areas A–E to their Area Fs. Students in such degree programs will receive credit for the course in Area F, and this course may be a prerequisite for courses in Area F or the major.

### **Exception 3**

Institutions may require their students to complete their A2 requirements before taking math courses in Areas D and F. They may do so by making their A2 courses prerequisites for their math courses in Areas D and F.

### **Exception 4**

A course that, according to an institution's 2008–2009 catalog, appears in Area A–E (but not in Area F) and is a prerequisite for a course outside of Area A–E may remain a prerequisite for that course and remain in the core.

### **Exception 5**

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Applications will be considered only if requiring particular courses in Areas A–E will allow the degree program to reduce the number of hours required for the degree.

In evaluating such requests RACAA and the Gen Ed Council will consider the following criteria:

- The degree program is in an area in which demand for graduates in Georgia significantly outstrips the supply,
- The degree program requires a special admission process beyond that required for admission to the institution,
- The degree program has an accreditation body that requires so many hours it is difficult to design a degree program that is 120 hours without requiring particular courses in Areas A–E, and
- Graduates of the degree program must pass a certification or licensure exam before they can exercise the relevant profession.

The courses required in Areas A–E must be available to and count in Areas A–E for all students, not just those in the degree program.

Some Examples:

- PHIL 2010 is in Area C at Winder State. It is one of many courses in Area C and is not required in the philosophy Area F and is a prerequisite for upper-level philosophy courses. This is not allowed.
- PHIL 2010 is in Area C at Decatur State. It is also required in the philosophy Area F and is a prerequisite for upper-level philosophy courses. Philosophy majors receive credit for PHIL 2010 in Area F and must take other courses to fulfill their Area C requirements. This is allowed.
- Moultrie State requires ENGL 1101 and 1102 in Area A1. ENGL 1101 is a prerequisite for ENGL 1102. This is allowed.
- Jesup State requires all students to take ENGL 1102 in Area A1. ENGL 1102 is a prerequisite for ENGL 2110 and ENGL 2110 is in Area C. This is allowed.
- Seneca State requires nine hours in Area A1—ENGL 1101, ENGL 1102, and one of the following four courses: ENGL 1105, Writing in the Humanities, ENGL 1106, Writing in the Fine Arts, ENGL 1107, Writing in the Natural Sciences, ENGL 1108, Writing in the Social Sciences. ENGL 1105 is a prerequisite for PHIL 2010 in Area C. This is not allowed.
- Seneca State's nursing program wants to move from 123 to 120 hours. To do so, they propose to require all nursing students to take a new course, PSYCH 1234, in Area E. PSYCH 1234 is approved for use in the core according to the procedures noted in Exception 5 and counts towards Area E for all students. This is allowed.

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#### **2.4.8 Rules for Change of Major**



*Last reviewed: January 2010*

Students switching from a non-science major to a science major must meet the Area A2 and Area D requirements for science majors even if they have already completed the Area A2 and Area D requirements for non-science majors.

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#### **2.4.9 Transfer Rules**

*Last reviewed: January 2010*

Students in the USG must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institution.

Students must meet the USG-specified minimum number of hours in each Area A–E.

Students successfully completing a course in one institution's Areas A–E will receive full credit in Areas A–E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major

#### **An Example to Illustrate Cross-Area Transfer Credit**

	<b>Decatur State</b>	<b>Winder State</b>	<b>Moultrie State</b>
Area A1	6 hours	6 hours	6 hours
Area A2	3 hours	3 hours	3 hours
Area B	3 hours	3 hours	3 hours
Area C	12 hours	9 hours	9 hours
Area D	9 hours	12 hours	9 hours
Area E	9 hours	9 hours	12 hours
Total	42 hours	42 hours	42 hours

A student transferring from Decatur State to Winder State having completed the Decatur State core must be given credit in Area D (Natural Science) for the 3 excess hours of work done in Area C (Humanities, Fine Arts, and Ethics). If a student took 12 hours of Area E (Social Science) courses at Decatur State, only nine of those hours would transfer to Winder State but all 12 would transfer to Moultrie State.

Students successfully completing a course in one institution's Area F will receive full credit for the course upon transferring to another USG institution as long as the student retains the same major.

Students who transfer after having completed the US/GL/CT requirements of the sending institution may not be required to complete the US/GL/CT requirements of the receiving institution. Students who transfer after having completed Areas A–E but without having

completed the US/GL/CT requirements must complete the US/GL/CT requirements at the receiving institution.

Receiving institutions may require transfer students to complete the requirements as specified for native students. However, the total number of hours required of transfer students for the degree must not exceed the number of hours required of native students for the same major.

Students who wish to take Area A–F courses (including distance learning courses) from a USG institution other than the home institution, either concurrently or intermittently, may receive transient permission to take and receive credit for Areas A–F courses satisfying home institution Area A–F requirements.

Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations, such as a grade of "C" in Area A–F courses.

**Chief Transfer Officer**

Each institution will designate a Chief Transfer Officer (CTO) to facilitate the transfer of students within the USG. The CTO must have senior administrative and/or faculty status. The CTO is the contact person for students, faculty, advisors, records and admissions personnel, and academic administrators when problems related to transfer of Area A–F course work across USG institutions occur. However, CTOs should also be proactive and work to develop institutional procedures that minimize transfer problems.

Students with questions or concerns about the transfer of credit between USG institutions should contact the CTO at the receiving institution.

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**Fall 2010 Workshop  
Suggested Schedule  
Tuesday, August 3, 2010**

<b>Time</b>	<b>Duration</b>	<b>Activities</b>	<b>Presenters</b>	<b>Audience</b>
9:00 AM	1 hour	SACS Update	Gribbin, Goodman	Faculty and Staff
10:00 AM	15 minutes	Break		
10:15 AM	45 minutes	Advisement Update	Goodman, Gribbin	Faculty
11:00 AM	1 hour	GSU CTW Meeting with faculty	Marti Singer, Jennifer Lawrence (GSU)	Humanities faculty
12:00 PM	1 hour			
1:00 PM	30 minutes	EGC QEP Overview	Gribbin	Faculty
1:30 PM	1 hour	GSU CTW Presentation	Marti Singer, Jennifer Lawrence (GSU)	Faculty
2:30 PM	15 minutes	Break		
2:45 PM	45 minutes	RPG Initiatives	Goodman, Division Chairs	Faculty

### Changes From Last Year

- Student Accountability
  - Student Success Class
  - Orientation
- Advisor Holds
- Two-Year Class Listing - Online
  - Fall 2010 - Summer 2012

### Advisement - 2009-2010

- Advisor Flip Chart
- Enhancing Advising Project
  - Timeline
  - Advising Scorecard
  - Degree Works
- Advisement Committee
  - Waiting List
  - Enrollment Buffers for Learning Support
  - Evaluation of Individual Advisors

### Advisement - 2010-2011

- Advisement Flip Chart
- Advisement Center - Pilot at EGCS
- Enhancing Advising Project
- Advisement Committee
  - Waiting List
  - Evaluation of Individual Advisors

SAP 67%

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$$12 \cdot \frac{2}{3} = 8 \text{ hrs}$$

Hope  
 prorates  
 Loans - 6 hrs  
 Pell - genl Fin Aid

Hope  
 30-60-90 Audd  
 3.0

Warning  
 Probation  
 Out-Suspend



**Advisement Update**

2009-2010

**2009-2010 Assessments**

- o Pull 10% Assessment
- o Quality Enhancement Survey
- o Advisement Survey

**Pull 10% Assessment**

- o E-V-W Analysis
- o Pulled 271 Students
  - o 99 Swainsboro - 172 Statesboro
  - o Good - 248 - 81%
  - o Bad - 2
  - o Ugly - 28
  - o 20% - 12% - 8%
- o Registration Tracking

**Good, Bad and Ugly**

- o Good - 248
  - o 10 w/ comments
  - o 82 - Walk Aways
  - o 38 - Poor Students (6 BOMB OUT)
  - o 11 - Just One Item
  - o 38 - Advisor Doesn't Match Program of Study
- o Bad - 2
  - o Both Missed US Math
  - o One transferred Math 0057 - took Math 1111 the next semester (dropped everything), returned and made an A+ in Math 1111 the next semester
  - o One passed everything, just didn't take Math 0057

**Good, Bad and Ugly Cont.**

- o Ugly - 28
  - o 19 Re-Reg Issues
  - o 6 US Math
  - o 9 US English
  - o 8 Social Sciences Issues - 8 Passed 88
  - o 4 English 101
  - o 4 US Reading Issues
  - o 4 Social Sciences Issues - 2 Passed 88
  - o 3 Re-registration Issues

**Other Assessments**

- o Quality Enhancement Survey - David Gribbin
- o Advisement Survey - David Gribbin



## SACS COC August 2010 Reaccreditation Newsletter

The College submitted its compliance certification report (CCR) in March 2010 to the Commission on Colleges (COC) of Southern Association of Colleges and Schools (SACS). The CCR is a form of self-evaluation that documents EGC's adherence to the COC principles of accreditation. The College's CCR was reviewed off-site in May 2010 by a panel of peers from COC accredited two-year colleges.

Of the over seventy principles under review for compliance, the off-site review team found East Georgia College not to be in compliance with seven principles. The College is preparing a *Focused Report* in response to the Off-site Committee's findings. In addition, the College is now completing its *Quality Enhancement Plan - Writing to Form the Critical Thinking Habit (QEP)*. Both documents will be submitted to the on-site review team before the end of August.

Through its five-year QEP, the College will formally introduce critical thinking in three required freshman courses:

- ENGL 1101 – English Composition I (beginning in the second year)
- POLS 1101 – American Government (beginning in the third year)
- MATH 1111 – College Algebra (beginning in the fourth year)

The focus of the QEP will be on developing critical thinking skills through writing assignments. Faculty will receive training in teaching critical thinking. A variety of external and internally developed assessments will be used to measure progress. The College will draw from its experience in implementing its QEP to incorporate critical thinking into other core curriculum courses.

The On-site Review Committee will visit our campus from October 18<sup>th</sup> through the 20<sup>th</sup>. Their base of operations will be the Fulford Community Learning Center. The On-site Review will complete the following three tasks during its visit to the College:

- Investigate compliance issues identified by the off-site review completed in May
- Review compliance with selected SACSCOC principles
- Evaluate EGC's Quality Enhancement Plan

Presented in the table below is an abbreviated schedule that is typically followed during an on-site review.

<b>Monday, Oct. 18</b>	12:30 – 6:45 PM	<ul style="list-style-type: none"> <li>• Meet with EGC Reaffirmation Leadership Team</li> <li>• Resolve compliance issues raised by On-site Committee</li> <li>• Begin review of EGC QEP</li> </ul>
<b>Tuesday, Oct. 19</b>	<b>Morning</b>	<ul style="list-style-type: none"> <li>• Meet with President Black and EGC QEP Committee</li> <li>• On-site Committee conducts scheduled interviews</li> </ul>
	<b>Afternoon</b>	<ul style="list-style-type: none"> <li>• On-site Committee conducts final interviews</li> <li>• On-site Committee meets to prepare final report and prepare for Exit Conference</li> </ul>
<b>Wednesday, Oct. 20</b>	9:15 – 10:15 AM	<ul style="list-style-type: none"> <li>• On-site Committee conducts Exit Conference with President Black and staff</li> </ul>

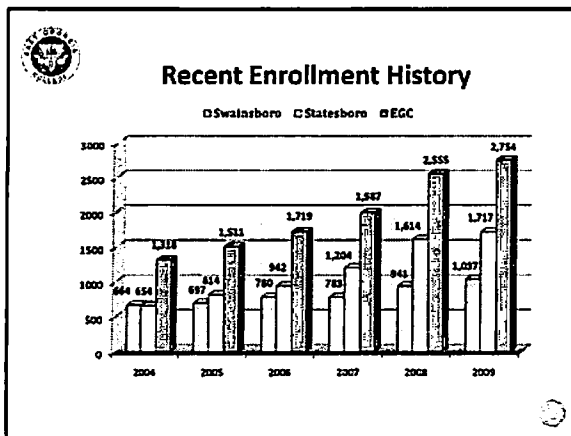


**East Georgia College**

**Update on Retention,  
Progression, and  
Graduation  
August 3, 2010**

**East Georgia College**

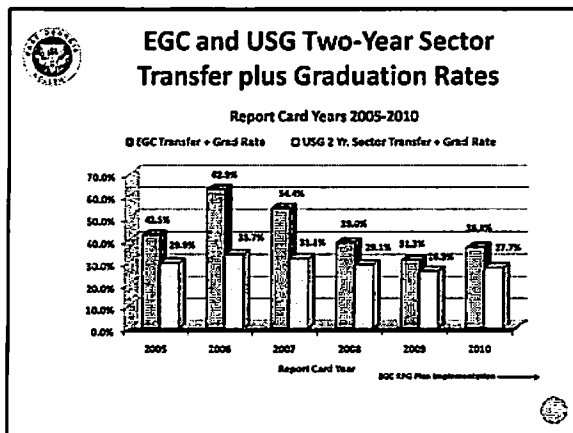
**USG Task Force on Graduation  
April 14, 2010**



**Time to Complete AA Degree**

2,324 Students have completed their Associates of Arts Degree at EGC

Time to Complete	Number of Students	Percentage
< 2 years	598	25.7%
≥ 2 years but < 3 years	992	42.7%
≥ 3 years but < 4 years	322	13.9%
≥ 4 years but < 5 years	126	5.4%
≥ 5 years but < 6 years	62	2.7%
≥ 6 years but < 7 years	41	1.8%
≥ 6 years but < 10 years	76	3.3%
≥ 10 years	107	4.6%
<b>Totals</b>	<b>2,324</b>	<b>100%</b>



**Swainsboro Students Respond to  
"Education with a Personal Touch"**

Graduate or Student Retention Goal	Percentage
A. Graduate from EGC	11%
B. Graduate from EGC, then attend a 4 year college	60%
C. Take classes at EGC and then transfer to another college but without graduating from EGC	27%
D. Take classes at EGC with no specific future plans	1%
E. None of the above	1%

Fall 2006 and Fall 2008 Surveys from Academic Affairs showed 70% of Swainsboro Students planned to transfer.

In Fall 2006 95% of EGCS students planned to transfer before graduation and in Fall 2008 slightly more than 80% planned to transfer before graduation.

### Comparison of Institution-Specific Three-Year Graduation Rates

Year	USG	USG	USG
Fall 2002 thru Summer 2005	7.89%	23.33%	14.44%
Fall 2003 thru Summer 2006	9.35%	19.02%	12.12%
Fall 2004 thru Summer 2007	10.65%	30.53%	11.11%
Fall 2005 thru Summer 2008	7.31%	16.76%	9.60%
Fall 2006 thru Summer 2009	7.12%	14.16%	9.08%

- ### Challenges
- Academic Preparedness of Incoming Freshman
    - Area High School graduation rate below state average
    - SAT scores below other 2 year sector averages
    - Over 50% place in at least one area LS
  - Financial need of students
    - About 87% student receive some form of financial aid
    - Fall 2009: 78% FTE - highest in 2 year sector
  - Student Engagement
    - PCP campus in Swainsboro
    - 60% Work at least PT
    - Student Services provided by GaSoU
  - Enrollment increase
    - Budget reductions/resources
    - Increasing student/teacher ratio

- ### 2005 RPG Plan Initiatives
- Improved new freshmen orientation - Ongoing
  - Added required Student Success Class - Fall 2005
  - Added Student Coping Workshops to Student Success - Fall 2005
  - Academic Resource Center - full-time coordinator added - Fall 2008
  - Student/Community Engagement -
    - Community collaborations
    - Student Employment Office
    - Intercollegiate athletics - Fall 2009
  - Focus on Math Success - On-line Math-Lab raised the success rate
    - Fall 2005 43.4%
    - Fall 2009 54.8%
  - Improved student advisement (Lean Six Sigma Project) - 2008
  - Expanded early warning system on grades - Fall 2005

### Fall Course Success Rates

Year	Enrollment	Success Rate	Enrollment	Success Rate	Enrollment	Success Rate
2005	1,511	14.6%	2,321	61.8%	40	10%
2006	1,719	13.8%	2,581	68.8%	39	23%
2007	1,987	15.6%	2,581	67.9%	43	41%
2008	2,555	28.6%	2,491	64.8%	50	44%
2009	2,754	7.8%	2,411	63.8%	52	56%

### Retention/Transfer Rates Fall 2005-2008 Cohorts

Year	Retention	Retention	Retention	Retention	Transfer	Transfer
2005	54.5%	57.9%	64.7%	64.4%	10.2%	6.5%
2006	56.0%	58.2%	67.6%	65.1%	11.6%	6.9%
2007	57.5%	58.1%	68.5%	64.8%	10.9%	6.7%
2008	52.5%	58.0%	61.8%	64.3%	9.3%	6.3%

### Fall 2002 Cohort

Semester	Returns	Percent	Enrollment	Returns	Transfer	Percent	Dismissed
Fall 2002	452		100%				
USG	469		100%				
Fall 2003	224	49.6%	51.4%	228	96	42.1%	10
USG	231	49.3%	234	119	50.9%		
Fall 2004	111	24.6%	48.9%	129	63	53.5%	12
Fall 2005	45	10.2%	46.4%	66	14	21.2%	1
USG				168	35.8%		
				Graduated	37	7.9%	
				Total	205	43.7%	
							42.5%
Cohort	35	Graduated	7.7%				
	179	Transfer?	39.6%				
	104	Academic?	21.0%				
	60	Withdraw?	13.3%				
	1	Grad. F 05	1.8%				
	23	Stopouts	5.1%				
Cannot Track			371				



### Fall 2002 Cohort - Swainsboro

Semester	Returning	Fulltime	No		Academic			Stopped	Graduated
			Returning	Transfer?	Units	Waived?	Stopped		
Fall 2002	121	100%							
Fall 2003	79	55.7%	42	6	9	16	6	0	
	65.3%				14.3%	21.4%	38.1%	14.3%	0.0%
Fall 2004	67	41.8%	37	9	9	5	7	11	
	55.4%				24.3%	24.3%	13.5%	18.9%	29.7%
Fall 2005	30	23.3%	16	7	6	2	1	24	
	24.4%				19.4%	16.7%	5.6%	2.8%	66.7%
Cohort			35	Graduated	28.9%				
	22	Transfer?	18.3%						
	24	Academic?	19.8%						
	23	Waived?	19.0%						
	8	Grad. F OS	6.4%						
	14	Stopped	11.6%						

### Fall 2002 Cohort - Statesboro

Semester	Returning	Fulltime	No		Academic			Stopped	Graduated
			Returning	Transfer?	Units	Waived?	Stopped		
Fall 2002	131	100%							
Fall 2003	145	73.8% <sup>186</sup>	90	39	24	4	4	0	
	43.8%				48.4%	21.0%	12.9%	2.2%	0.0%
Fall 2004	44	56.8%	92	60	21	8	5	0	
	13.3%				65.2%	22.8%	8.7%	5.4%	0.0%
Fall 2005	16	62.5%	30	7	20	5	0	0	
	4.8%				23.3%	66.7%	16.7%	0.0%	0.0%
Cohort			0	Graduated	0.0%				
	157	Transfer?	47.4%						
	80	Academic?	24.2%						
	37	Waived?	11.2%						
	0	Grad. F OS	0.0%						
	9	Stopped	2.7%						

### Three Year Plan

1. Implement a mentoring program
  - Prepare faculty/staff to assume mentoring roles
  - Train returning sophomores to become mentors of incoming freshmen
2. Outreach programs
  - Service learning
  - Collaborative programs with local school districts and technical colleges
3. Expand learning communities program
  - Housing
4. Enhance collegiate experience
  - Introduction of athletics
  - Housing

### EGC Targets

	2009-2010	2010-2011	2011-2012
Retention Rate	58.8	59.8	60.8
Graduation Rate	8.0	8.5	9.0



### To Do in 2010

- Gather and mine the RPG data
- Implement the Three-Year Plan
- Evaluate the use of the AIR Center for RPG
- Continue to evaluate these aspects of the RPG program
  - Orientation - Annually
  - Student Success - Annually
  - Math Success - Annually
  - Advisement - Annually

### Questions

**East Georgia College**  
**April 2010 Report to the Regents Graduation Task Force**

**VI. Renewed RPG Plan and Three Year Targets**

Over the next three academic years, East Georgia College, along with continuing to pursue the activities identified in its 2005 RPG Plan, will focus on the following programs:

1. **Mentoring program:** Train returning sophomores to become mentors of first-time full-time freshmen. Since sophomores have successfully navigated the hazards of college life, but are fresh from their first year experience, they provide a unique source of guidance and encouragement.
2. **Outreach programs:** Use the Service Learning course to connect students to the broader community and address its needs. Enhance successful collaborative programs with local school districts and technical colleges and take leadership in initiating new programs.
3. **Expand learning communities program:** Provision of on-campus residential housing in Fall 2011 will allow the college to expand the program begun in Spring 2010.
4. **Enhance collegiate experience:** The ongoing introduction of athletics begun in Fall 2009 is adding a rich new dimension to the life of the College.

Based on these initiatives, East Georgia College has established the following targets for retention and graduation rate for the next three academic years:

<b>Institution-specific Rates</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Retention Rate</b>	58.8	59.8	60.8
<b>Graduation Rate</b>	8.0	8.5	9.0

## SACS On-Site Preview

**TIM GOODMAN AND  
DAVID GRIBBIN**

## Review

- Compliance Report submitted March 2010
- Off-site review May 2010
- Off-site Report received May 2010
- Focused Report submitted August 18, 2010
- QEP submitted August 18, 2010
- On-Site Prep Meeting October 6, 2010
- On-Site Visit October 18-20, 2010

## Preview

- On-site visit Monday, October 18 – Wednesday, October 20
- Chair and SACS VP – Sunday, October 17
- On-site visit framework:
  - Who?
  - What?
  - When?
  - Where?
  - Why?

## Who?

- Visiting team of 4-6 peer evaluators, the Chair (Dr. Charles Gould), an Observer(???), a Lead QEP Evaluator (Dr. Connie Wolfe), and SACS VP Dr. Rudy Jackson
- Generally, all members from smaller, public two-year community colleges.
- Team profiles will be available for review soon.

## What?

Team is charged with 3 tasks:

1. Reviewing the Focused Report (Off-Site Report) -  
(including standards on IE, faculty competence, student rights, institutional environment, physical facilities, and distance education)
2. Reviewing the mandatory items -  
(including student support services, IE, adequate full-time faculty, qualified administrators, recruitment/admissions, physical facilities, academic program coordination, program length, curriculum, & student complaints)
3. Assessing the QEP
  - \* You'll hear more about QEP later.

## What? (con't)

- Typically, the schedule looks like this:
  - First day (Monday):** Team meets at hotel or Fulford Center afternoon, does some preliminary work, and has a working dinner. Some members of the team may go to Statesboro on Monday. The goal of the first day is to resolve compliance issues. Some writing may be done.
  - Second day (Tuesday):** Team is on campus all day, interviewing and reviewing documentation. The major goal of the second day is to evaluate the QEP. Sections will be written in the afternoon and evening.
  - Third day (Wednesday):** Exit interview mid-morning.
- The goal of the visit is to complete the report.

**When?**

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**October 17-20, 2010**

**Where?**

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- For the most part, on campus. The work rooms will be in the Fulford Center.
- Some small part of the team may visit the Statesboro Center the morning or evening of Monday, October 18<sup>th</sup> or Tuesday, October 19<sup>th</sup>.

**Why?**

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- To reaffirm our accreditation ☺
  - To check up on key aspects of the institution
  - To resolve the findings of the previous reports
  - To evaluate the QEP

**Outcomes**

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- We will get the "all clear" on the 20<sup>th</sup>
- We will likely have another follow-up report or reports to write
- The final announcement comes at the June 2011 SACS meeting.

**How Can You Help?**

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- Review the materials we give you.
- Be prepared to change your schedules during the visit, even at the last minute (especially QEP faculty).
- If asked a question, answer courteously but succinctly.
- Bring problems to our attention now.
- Get ready for the visit (persons, offices, etc.).
- Support our staff during the visit, many of whom will work overtime to accommodate the schedule.

**Frequently Asked Questions re: SACS visit**

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- When is the visit?
  - Monday, October 18 – Wednesday, October 20
- What does "SACS" stand for?
  - SACS stands for Southern Association of Colleges and Schools.
- What does "COC" stand for?
  - The Commission on Colleges
- What does QEP stand for?
  - The Quality Enhancement Plan



## FAQ con't

- Why do they visit?
  - To check important aspects of an institution in person
  - To follow-up on any problems noted in previous reports
  - To evaluate and discuss the QEP
- Who is involved in the visit?
  - SACS Leadership Team (President, VP's, CFO, SACS Liaison, QEP Director, IT Director, plus)
  - QEP Steering Committee and QEP faculty
  - Key faculty and staff
  - Food service, transportation personnel, student ambassadors

## FAQ con't

- What will most faculty/staff be expected to do differently on those days?
  - Nothing different from your normal, collegial selves except:
    - spruce up offices, common areas, ourselves,
    - wear our name tags,
    - refrain from lurking around,
    - maintain flexibility and patience.
- Is it likely that the SACS people will even speak to me, individually?
  - No. Unless you are in Administration, or working with QEP, it is unlikely that you will speak to the team individually. It is possible, though. Particular division chairs might have a role. Selected faculty will be interviewed. Student Support staff probably will be interviewed. Student Government or just students may be interviewed. We will have a better idea about who will speak to the team in early October and will give you as much notice as possible if you are on the agenda.

## FAQ con't

- Should I plan to bring urgent personal business to the VPAA on the days SACS is here so that they can see how efficiently and effectively our administration deals with problems?
  - Actually, no. It would be preferable if you do not raise any questions or concerns *not* directly related to the visiting team's mission with any administrator during the first half of October unless there is no other option. Think of it as a present to your administration, showing them how much you care about them and the success of this visit.

## FAQ con't

- Is there a QEP Steering Committee meeting scheduled with the visitors?
  - There will be QEP meetings, probably on Tuesday, October 19, but we won't know the time until just a few weeks prior to the visit. QEP Steering Committee members and QEP Faculty might want to consider alternative arrangement for classes, and minimize the number of other commitments (zero seems like a good number) in order to accommodate a dynamic schedule.

# East Georgia College Organizational Chart July 1, 2010

