

Faculty Meeting
Tentative Agenda
April 27, 2007

Welcome

President's Items

Foundation Employee Drive

Promotion and Tenure Approvals

Curriculum Changes From Academic Policies:

- New Education Courses

- Area F Changes in Teacher Education

- New Math Course: Quantitative Reasoning

- Area A Change in Mathematics

- Area F in Business Administration and Economics

New Hires and Search Status:

- Math 1 & 2

- Biology

- Foreign Language

- English

- Speech

- Humanities Chair

Summer Projects From Academic Affairs:

- Effectiveness and Assessment Plan

- Revision of Student Evaluation of Instruction

- Advisement Handbook

- SACS Preliminary Compliance Start-up

Approval of Graduates

Reminders:

- Graduation, Finals, and Graduates

Adjournment

USG Three-Year Associate Degree Graduation Rates Plus Transfer Rates to Four-Year Universities
for First-Time, Full-Time, Associate Degree-Seeking Freshmen in Fall 2002

Report Card Year - 2006 Cohort Term/Year - Fall 2002 Report Type - AS Grad/Transfer Institution Name	Sector	Label for Group	Freshmen in Cohort	Institution- Specific Number Graduated	System-Wide Grad Rate Plus Transfer Rate
Valdosta State University	reguniv	All Students	12	1	8.3
Total All Regional Universities	reguniv	All Students	12	1	8.3
Armstrong Atlantic State University	statuniv	All Students	5	NR	NR
Augusta State University	statuniv	All Students	50	0	6.0
Clayton State University	statuniv	All Students	214	9	21.0
Columbus State University	statuniv	All Students	8	NR	NR
Fort Valley State University	statuniv	All Students	16	0	25.0
Georgia Southwestern State University	statuniv	All Students	1	NR	NR
North Georgia College & State University	statuniv	All Students	32	6	50.0
Southern Polytechnic State University	statuniv	All Students	35	0	20.0
Total All State Universities	statuniv	All Students	361	15	20.8
Dalton State College	statcoll	All Students	430	47	17.9
Gainesville State College	statcoll	All Students	882	158	34.8
Macon State College	statcoll	All Students	406	30	21.9
Total All State Colleges	statcoll	All Students	1,718	235	27.5
Abraham Baldwin Agricultural College	twoyearcol	All Students	761	187	37.2
Atlanta Metropolitan College	twoyearcol	All Students	220	18	18.2
Bainbridge College	twoyearcol	All Students	107	16	29.9
Coastal Georgia Community College	twoyearcol	All Students	245	41	33.9
Darton College	twoyearcol	All Students	605	93	29.1
East Georgia College	twoyearcol	All Students	469	37	62.9
Georgia Highlands College	twoyearcol	All Students	550	46	28.9
Georgia Perimeter College	twoyearcol	All Students	2,268	236	28.0
Gordon College	twoyearcol	All Students	950	154	32.2
Middle Georgia College	twoyearcol	All Students	589	104	41.6
South Georgia College	twoyearcol	All Students	313	76	39.3
Waycross College	twoyearcol	All Students	154	36	40.3
Total All Two-Year Colleges	twoyearcol	All Students	7,231	1,044	33.7
System Total	system	All Students	9,322	1,295	32.1

East Georgia College Wish List

East Georgia College plays a critical role as the gateway to postsecondary education in southeast Georgia. Since opening in 1973, approximately 78,000 students have begun their higher education careers here. Our mission is to prepare and support students as they transition from high school to a four-year college.

The System office recently evaluated the effectiveness of this mission across the University System by measuring the three-year graduation and/or transfer rate for a cohort of first-time students entering two-year schools in fall 2003. When the data was tabulated in the fall of 2005 East Georgia College led all system institutions with a success rate of 43.7 percent. The second place school trailed by 5 percentage points! This was accomplished by our very talented faculty and staff despite the fact that our fall 2003 cohort had the lowest SATC scores and was second highest in the number of college preparatory courses requiring remediation. For East Georgia College to continue this level of success, the following is a summary of facilities we believe are necessary. First is a brief summary of each and following the summaries is a more detailed description of each project. The projects are not prioritized.

Summaries:

Student Housing:

East Georgia College has experienced record enrollments over the last two academic years. We were recognized for the largest percentage increase in enrollment in the last two years by the University System. Accompanying this growth surge is the challenge of addressing the changing needs of a growing student body. Student Housing is a significant need.

East Georgia College Amphitheatre:

The East Georgia College Amphitheatre (EGCA) will be a place on campus for students to attend outdoor meetings, classes, performances, concerts, and movies, as well as a place to gather and relax. In addition, the EGCA will complement Swainsboro and surrounding communities by providing a unique venue for cultural, social and educational events.

Swimming Pool Complex:

The SPC will enhance recreational aquatic opportunities for Students, faculty, staff, alumni and Swainsboro and surrounding communities. The SPC will provide beginner swimming instruction, water aerobics and summer camps for children through the Division of Continuing Education as well as physician prescribed rehabilitation therapy.

Learning Support Center:

The Center will have the latest instructional technology and will be staffed by teachers of distinction available for one-on-one tutorials and supplemental instruction. Excellent teachers leave surrounding K-12 schools each year. We believe a dedicated LSC with flexible scheduling for its staff will draw teachers back into the profession and provide a significant educational resource for all students - K-12 through college. Academic assistance and supplemental instruction for K-12 students will be closely aligned with the online lesson plans of classroom teachers thus providing seamless support opportunities. The Emanuel County School Superintendent has endorsed this concept.

Academic Building Renovation and Expansion:

The East Georgia College Academic Building was constructed as part of the original campus in 1973. The existing building is in good shape structurally but is in need of extensive renovation. In addition the demonstrated need for a University College, where sister System institutions will deliver upper-division course work in the critical needs areas of teacher Education and nursing as well as business will require an approximately 20,000 square foot addition.

2.

Athletic Fields Complex:

As enrollment grows, so does the demand for intercollegiate sports. Surveys indicate students at two-year institutions are very interested in participating in and/or supporting intercollegiate sports. With the addition of an athletic fields complex, EGC could add women's fast pitch softball and men's baseball. Additions and improvement to the tennis complex will be included in this project.

Lodge:

Currently Continuing Education (CE) and the Georgia Rural Economic Development Center (GREDC) do not have adequate dedicated classroom space to support their programming. Their room-needs differ from regular academic classes in that they often need rooms for several hours a day (or an entire day or even for a week) instead of 50 or 75 minutes-a-day over the course of a semester. The lodge will be residential in design and will contain offices and work rooms for both staffs and a kitchen/food preparation area. The Lodge will also be a venue for community events.

University College:

A feasibility study completed this year indicates a significant demand for third and fourth year classes on the East Georgia College campus. The demand by place-bound students is particularly strong in Nursing, Teacher Education, and Business. A University College would allow a sister USG institution to offer upper level courses on the East Georgia College campus. The space for University College will be included in the Academic Building Expansion.

Detailed descriptions:

Student Housing:

East Georgia College has experienced record enrollments in the last two years. EGC was recognized for the largest percentage increase in enrollment in the last two years by the University System. Accompanying the two year growth surge is the challenge of addressing the changing needs of a growing student body. Spring 2005 and Spring 2006 student surveys indicated some 200 of our students would seriously consider living in campus housing if it were available. The East Georgia College Foundation is committed to developing apartment-style, student housing on the 10.81 acre tract it owns contiguous to the College's northern border. The addition of housing will broaden EGC's appeal to a large segment of students that may not have otherwise considered EGC. Student housing is a vital component essential to support EGC's continued growth and will stimulate the Swainsboro-Emanuel County economy. In addition, the impact to the Swainsboro area economy will be of significance. Having 200 resident students will mean more patrons for local restaurants and other local businesses – somewhat equivalent to the impact of a new small industry or business. The Foundation's plan uses the rental income to retire the initial debt for the project. Once the debt is fully retired, the Foundation will utilize the income to support other areas of need at the college. Major capital campaign donors will have input into final design decisions. Student housing will secure East Georgia College's future at a time when state allocations are being reduced and institutions are being asked to rely more on auxiliary service and private funding.

3.

East Georgia College Amphitheatre:

As student enrollment continues to reach record highs, new opportunities for student life must follow. The East Georgia College Amphitheatre (EGCA) will be a place on campus for students to attend outdoor meetings, classes, performances, concerts, and movies, as well as a place to gather and relax. College use of the amphitheatre will include graduation ceremonies, meetings and faculty, staff and alumni events. The EGCA will be located adjacent to the new entrance for easy access and parking and will join the Student Center Complex addition as another site that has changed the campus landscape and created new student life activities. In addition, the EGCA will complement Swainsboro and surrounding communities by providing a unique venue for cultural, social and educational events. Collaboration with our local Arts Center, K-12 schools and technical college will ensure the venue is marketed and developed for this purpose. The EGCA will facilitate the development of the grounds as an identifiable college campus, conducive to student, faculty, staff, alumni and community events.

Swimming Pool Complex:

The East Georgia College Swimming Pool Complex (SPC) will be a standalone facility featuring an Olympic size pool with a retractable roof. The SPC will be located behind the Physical Education Complex. The facility will also contain locker rooms with showers, bathrooms and dressing areas. The SPC will enhance the college campus environment with the addition of physical education classes such as swimming, life saving, survival skills and water aerobics. Recreational swimming will also be available at designated open swim times, thus further developing student life activities on campus. The SPC will also enhance recreational opportunities for faculty, staff, alumni and Swainsboro and surrounding communities. The SPC will prove beginner swimming instruction, water aerobics and summer camps for children offered through East Georgia College's Division of Continuing Education. In addition, the complex may be used for physician prescribed rehabilitation therapy.

Learning Support Center:

The Learning Support Center (LSC) will be a multidisciplinary resource center open to all Emanuel County students, kindergarten through college. It will be designed and decorated to present a pleasant, inviting atmosphere where students will be comfortable in their pursuit of knowledge. The Center will be located on the southern part of the campus near the new entrance off Lambs Bridge Road, making it easily accessible to Tiger Trail and to the county in general. The Center will have the latest instructional technology and will be staffed by teachers of distinction available for one-on-one tutorials and supplemental instruction. [Good teachers are leaving the profession for a variety of reasons; some relate to their need to spend more time with their own children, while others have to do with discipline issues and lack of parental support.] We believe a dedicated LSC with flexible scheduling for its staff will draw teachers back to the profession and provide a significant educational resource for all county students. Academic assistance and supplemental instruction for K-12 will be aligned with the online lesson plans of classroom teachers, thus providing seamless support opportunities. Timely progress reports on tutorial and supplemental instruction will be provided to parents and classroom teachers. The Emanuel County School Superintendent has endorsed the concept and will be involved with his staff in design and implementation.

4.

Academic Building Expansion and Renovation Project:

The Academic Building was constructed as part of the original campus in 1973. The existing building is in good shape structurally and the electrical capacity of the building has been improved with MRR funding in FY06 and FY07. The chemistry lab has been renovated and the biology labs (2 labs and an adjoining lab prep area) are scheduled for FY08 and FY09 MRR funding. All of the original composite tile flooring is starting to crack and break, and there is a need for new carpeting. Ceiling tiles need to be replaced and the entire building needs to be patched and painted. Restrooms need updating with new partitions and fixtures; and if funding allows, the existing elevator should be replaced. The Geology/Physics Lab also needs to be renovated. The square footage of the existing Academic Building is as follows: 44,357 gross square feet; 24,146 assignable square feet plus 10,237 square feet of circulation space. To renovate the existing building at \$40-\$45 per square foot, will take approximately \$1.375 to \$1.5 million. Because the lower level was renovated recently, cosmetic changes (paint and carpet) are all that will be need in that area. The building expansion will require approximately 20,000 usable square feet, which would translate to approximately 26,700 gross square feet. The transition to this new wing will be through an extension of the upper level breezeway. The area behind the existing building is relatively flat and will require a minimum amount of site work in preparation for the new construction. The expansion will be a two-story, rectangular structure that will be simple in design mimicking the straight lines of the existing building. Included in this expansion will be several general purpose classrooms, a soundproofed music room for the choral group, a tiered lecture hall that will seat approximately 100, and computer labs for English composition instruction, foreign language instruction and general student use (not instructional purposes). Also included would be state-of-the-art nursing labs and classrooms for the nursing program, and some specialized space for teacher education courses. This instructional space is needed for existing academic courses as well as to satisfy the demand for third and fourth year classes (University College) delivered by sister institutions in nursing, teacher Education and business for place-bound students as indicated by the feasibility study completed this year.

Athletic Fields Complex:

As enrollment grows, so does the demand for intercollegiate sports. Surveys conducted locally in spring semesters of 2004 and 2005 and nationally by the National Junior College Athletic Association indicate students at two-year institutions are very interested in participating in and/or supporting intercollegiate sports. The addition of an Athletic Fields Complex (AFC) adjacent to the Physical Education Center will provide venues for several additional sports programs. Presently, the EGC Bobcat Wrestling Team utilizes the Physical Education Center gymnasium for practice and competition. EGC has an approved cross-country track which is utilized for competitive meets by the local high schools; therefore, collegiate competition in cross country is a distinct possibility. Women's and men's basketball can be played in the present gymnasium. With the addition of the AFC, women's fast pitch softball and men's baseball can be added thus providing EGC with four additional sports programs. Additions and improvement to the tennis complex are also included in this project. Area high school tennis teams currently use our tennis courts for practice and competition. EGC recently received a United States Tennis Association grant to promote student tennis on campus. This has stimulated renewed interest in our tennis complex by students and the community. With the addition of two tennis courts, EGC can accommodate regulation tennis matches for student and adult leagues. No tennis complex currently exists to fill this need. The addition of the intercollegiate sports will directly impact the local economy, enhance community enthusiasm for the college and serve as a recruiting tool for potential students.

5.

Lodge:

Currently Continuing Education (CE) and the Georgia Rural Economic Development Center (GREDC) do not have adequate dedicated classroom space to support their specialized programming. Their room-needs differ from regular academic classes in that they often need rooms for several hours a day, a whole day or even an entire week, instead of the 50 or 75 minutes-a-day of regular classes. This makes it impossible to schedule CE and GREDC classes in rooms used by regular classes. Taking the "lodge" model from Kennesaw State University's Jolly Lodge, our lodge will be a multipurpose, residential-styled facility located on south campus near the new entrance road. It will be designed to have maximum utility with "french-door" styled room dividers allowing meeting rooms of various sizes. There will be offices and work rooms for both staffs and a kitchen/food preparation area. The Lodge will also be a convenient venue for community events.

University College:

A feasibility study completed this year indicates a significant demand for third and fourth year classes on the East Georgia College campus. The survey identified interest by current students as well as by place-bound former students and potential students throughout our service area. The demand by these place-bound students is particularly strong in Nursing, Teacher Education, and Business. Neighboring four-year System institutions have expressed an interest in teaching third and fourth year classes on our campus, and there is encouragement from the System office in Atlanta for this type of inter-institutional collaboration creating what is called a "University College." Successful models of University Colleges exist at Abraham Baldwin State College (Tifton), Gainesville State College and at Coastal Georgia Community College (Brunswick). In order to meet needs identified by the feasibility study, an expansion of the existing Academic Building will be required. There is adequate space on the north side of the building for the expansion allowing the establishment of a "University College." Our service area has the lowest percentage of adults with four-year degrees in the state. Since most of our students are place-bound and will remain in our area, a source of convenient baccalaureate degrees will go a long way in eliminating workforce shortages in our area.

EAST GEORGIA COLLEGE
Approved Changes for Teacher Education majors (Area F)

Six new courses have been approved by the University System of Georgia for Area F Teacher Education majors and many of them will be offered beginning Fall 2007. The previous Area F courses will not be offered after this semester as acceptable for satisfying the requirements for this area. Students who have already completed the previous Area F for Teacher Education or parts of it will have those courses honored through Fall 2009. After that time, beginning Spring 2010, student desiring admission to teacher education programs will be expected to have satisfied the new Area F.

Required:		9 hours
EDUC 2110	Investigating Critical & Contemporary Issues in Education (abbreviated title: Critical & Contemporary Issues)	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (abbreviated title: Cultural Diversity)	3
EDUC 2130	Exploring Teaching & Learning (abbreviated title: Exploring Teaching & Learning)	3
		9 hours

Guided Electives:

**NOTE: Because schools of education vary widely in their requirements, the decision about which courses to take to complete this 9hour Guided Elective component must be made in consultation with the advisor and be dependent on the requirements of the institution to which the student plans to transfer*

Early Childhood

MATH 2008	Foundations of Numbers and Operations (abbreviated title: Numbers-Operations)	3
ISCI 2001	Life and Earth Science for Early Childhood Education Teachers (abbreviated title: Life-Earth Science)	3
ISCI 2002	Foundations of Physical Science (abbreviated title: Physical Science)	3

** Early Childhood requires the 3 EDUC courses plus these 3 electives to satisfy Area F*

Health and Physical Education

BIOL 2511	Anatomy and Physiology I	4
BIOL 2512	Anatomy and Physiology II	4
PHED 2011	Into to Health, Phys Ed and Recreation	1

*** Health and Physical Education requires the 3 EDUC courses plus these 3 electives to satisfy Area F*

Middle Grades

Students must take two elective academic courses in one area of their required concentration. They must also take an additional course in their second area of their required concentration.

Special Education

(Choose three):

*PSYC 1101	General Psychology	3
PSYC 2101	Psychological Adjustment	3
*SOC 1101	Introduction to Sociology	3
SOCI 1160	Social Problems	3
SOCI 2293	Introduction to Marriage and Family	3

**NOTE: If PSYC 1101 and SOCI 1101 are not taken in Area E, they must be taken in Area F. If one or both courses are taken in Area E, students may choose from the following list of courses to complete the required 9 hours of guided electives.*

Speech Pathology

Choose any nine hours to support the major. Students should consult with their advisor and consider the requirements of the school to which they intend to transfer.

EDUC 2110 Investigating Critical & Contemporary Issues in Education

Prerequisite: Satisfactory Compass test scores in both English and Reading and a criminal background check, good for one year, will be required of all students before registering for this course.

3-0-3 Students engage in analysis of critical and contemporary educational issues in the socio-political contexts of educational settings in Georgia and the U.S., examining the teaching professional from perspectives both within and outside the school. Students interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

Prerequisite: ENGL 1101 and ENGL 1102 and a criminal background check, good for one year, will be required of all students before registering for this course.

3-0-3 Course examines 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity; and 4) the influences of culture on learning, development, and pedagogy. Future teachers acquire knowledge of teaching children from diverse backgrounds.

EDUC 2130 Exploring Teaching and Learning

Prerequisite: Satisfactory Compass test scores in English and Reading plus a criminal background check, good for one year, will be required of all students before registering for this course.

3-0-3 Course explores aspects of learning and teaching through examining individual and group learning processes, with the goal of applying knowledge to enhance the learning of all students in a variety of educational setting and contexts.

ISCI 2001 Life and Earth Science for Early Childhood Education Teachers

2-2-3 An Area F course for education majors with an integrated overview of the core of Life and Earth Science content covered in the K-5 Georgia Performance Standards. Topics include the solar system, earth processes, and characteristics of living organisms, biodiversity, and the natural history of Georgia.

ISCI 2002 Foundations of Physical Science

Prerequisites: C or higher in MATH 1101 or MATH 1111 or MATH 1113 plus a C or higher one Area D laboratory science in Biology, Physics, or Chemistry.

2-2-3 Course for Area F early childhood education majors and will provide additional content in the physical sciences, particularly physics, and chemistry, with special emphasis in those topics listed in the K-5 Georgia Performance Standards. Conceptual understanding of these topics will be emphasized through exploration and experimentation.

MATH 1001 Quantitative Skills & Reasoning

Prerequisite: Satisfactory Compass test scores in Math.

3-0-3 Course places quantitative skills and reasoning in the context of experiences that a student will likely encounter. Emphasis is placed on acquiring skills that will enable a student to construct logical arguments based on rules of inference and to develop strategies for solving quantitative problems.

MATH 2008 Foundation of Numbers and Operations

Prerequisite: MATH 1101 or Math 1111

3-0-3 Introductory mathematics course for Area F early childhood education majors. The emphasis will be on understanding and use of major concepts of number and operations. As a

general theme, strategies of problem solving will be used and discussed in the context of various topics.

PHED 1221 Introduction to Disc Golf

0-2-1 Instruction in the fundamentals and proper techniques of disc golf: driving, midrange play, and putting. In addition, fundamentals of individual and team competition will be discussed.

EAST GEORGIA COLLEGE
Core Curriculum Associate in Arts Degree Effective Fall 2007

AREA A: Essential Skills 9 hours

- *ENGL 1101 Composition I 3 hrs
- *ENGL 1102 Composition II 3 hrs

* NOTE: Grades of 'C' or better are required for both Composition courses. Please see English 'C' compliance policy.

(Choose One)

- MATH 1001 Quantitative Skills & Reasoning 3hrs
- MATH 1101 Intro to Mathematical Modeling 3 hrs
- MATH 1111 College Algebra 3 hrs
- *MATH 1113 Pre-Calculus 3 hrs

*NOTE: Pre-Calculus or higher is required for majors in architecture, biology, chemistry, computer science, engineering technology, forestry, geography (B.S.), geology, mathematics, pharmacy, physical therapy and physics.

AREA B: Institutional Options 4 hours*

(Choose One)

- **COMM 1110 Public Speaking 3 hrs
- BIOL 1000 Environmental Biology 3 hrs
- GEOL 1123 Environmental Geology 3 hrs
- POLS 2401 Global Issues 3 hrs

(Choose One)

- ***EGAC 1010 Basic Computer Skills 1 hr
- MATH 1000 Problems in Mathematics 1 hr
- SERV 1001 Service Learning Seminar 1 hr
- PROB 1101 Problem Solving I 1 hr
- PROB 1102 Problem Solving II 1 hr

*NOTE: Students completing 5 hours in this area may use the additional hour in Area F if allowed by the Area F Core Curriculum guidelines of the University System of Georgia.

**NOTE: All students completing an associate degree at East Georgia College must be able to demonstrate proficiency in oral communications by completing COMM 1110 in Area B or Area C at East Georgia College.

***NOTE: All students completing an associate degree at East Georgia College must be able to demonstrate computer literacy by completing EGAC 1010 or by passing a test administered by the College. Advisors have information on the computer literacy examination.

AREA C: Humanities/Fine Arts 6 hours

(Choose One)

- ENGL 2111/2112 World Literature I, II 3 hrs

(Choose One)

- ART 1100 Introduction to Art 3 hrs
- COMM 1110 Public Speaking 3 hrs
- ENGL 2111/2112 World Literature I, II 3 hrs
- ENGL 2120 Major British Authors 3 hrs
- ENGL 2130 Major American Authors 3 hrs
- FREN 1001/1002 Elementary French I and II 3 hrs
- MUSC 1100 Introduction to Music 3 hrs
- PHIL 2101 Introduction to Philosophy 3 hrs
- SPAN 1001/1002 Elementary Spanish I and II 3 hrs

AREA D: Science, Mathematics and Technology 11-12 hours

(Choose Two)

BIOL 1107 Principles of Biology I	4 hrs
BIOL 1108 Principles of Biology II	4 hrs
*CHEM 1211 Principles of Chemistry I	4 hrs
*CHEM 1212 Principles of Chemistry II	4 hrs
GEOL 1121 Physical Geology	4 hrs
GEOL 1122 Historical Geology	4 hrs
ISCI 1101 Integrated Science	4 hrs
PHYS 1111 Introductory Physics I	4 hrs
PHYS 1112 Introductory Physics II	4 hrs

(Choose One)

MATH 1113 Pre-calculus	3 hrs
MATH 1121 Introduction to Statistics	3 hrs
MATH 1301 Intro to Computer Programming	3 hrs
MATH 1540/1012/2013 Calculus I, II, III	4 hrs

* Students pursuing fields of study in Allied Health areas including Nursing, must satisfy a science sequence in Chemistry or Physics. All others DO NOT.

AREA E: Social Science 12 hours

POLS 1101 American Government	3 hrs
(Choose One)	
HIST 2111 or 2112 US to/since 1865	3 hrs
(Choose Two)	
ANTH 1102 Intro to Anthropology	3 hrs
ECON 2105 Prin of Macroeconomics	3 hrs
ECON 2106 Prin of Microeconomics	3 hrs
GEOG 1101 Intro to Human Geog	3 hrs
HIST 1111 Western Civ to 1648	3 hrs
HIST 1112 Western Civ since 1648	3 hrs
HIST 2111 or 2112 US to/since 1865	3 hrs
PSYC 1101 General Psychology	3 hrs
SOCI 1101 Intro to Sociology	3 hrs

AREA F: Program of Study 6 hours

(consult our catalog for the various programs and requirements)

Additional Institutional Requirements 5 hours

EGAC 1100 Student Success	1 hr
HLTH 2051 Health	2 hrs
(Choose 2)*	
PE Activity (_____)	1 hr
PE Activity (_____)	1 hr
First Aid	1 hr

* Students may choose to take 2 physical activity courses or they may choose to take 1 physical activity course and the First Aid Course, HLTH 2181.

**Spring 2007 Graduation
Candidates for Associate In Arts Degree**

1. Kedra LaTonya Archie
2. Jessica Brooke Bedingfield
3. Tony O'Bryan Bethea
4. Vanessa A. Burns
5. Ashleigh Laine Crosby
6. Jessica E. DeLaigle
7. De'Anne Kay Durham
8. Joseph Kyle Edenfield
9. Abby Marie Fields
10. Beau Justin Gunn
11. Jessica Ann Hackle
12. Samantha Brook Hall
13. Shawna KaStancia Hall
14. Jonathan Wayne Hardeman
15. Tammy Moore Harrell
16. Reina Diana Heard
17. Rena Denise Heard
18. Connie Nettles Helmuth
19. Hope Clark Henry
20. Natasha Nicole Hill
21. Haley Evalee Holland
22. Chelsie Brianne Hooks
23. Rustin Dawn Howard
24. Katherine Elizabeth Jarrell
25. Michael Shane Johnson
26. Steven R. Johnson
27. Michelle L. Jones
28. William Ron Josey
29. Whitney Elizabeth Livingston
30. Lynette M. Long
31. Carol Marie McLendon
32. Rodalyn Tiara Moon
33. Tiffany Renee Murray
34. Kacie Nichole Oglesby
35. Holly Marie Ray
36. Kelli Dianne Salter
37. Teri Peebles Salter
38. Jessica Lynn Sammons
39. Melissa Leigh Stanford
40. Andrea Michelle Stephens
41. Mindy Michelle Stroud
42. Jacob Wesley Way
43. Kathryn Evelyn Williams

PLAN TO PHASE IN NEW COURSES FOR EDUCATION MAJORS

APPROVED BY EPAAC APRIL 13, 2006

Background:

In December 2004 the EPAAC committee approved a new framework for Area F in teacher preparation; this framework was approved by RACAA in January 2006. It includes a series of three Professional Education Courses that will serve as the universal core content for pre-service teacher education programs in the University System of Georgia (see specifics of each level below). In addition, the framework includes two, three semester hour, science courses with inquiry-based content for Area F in Early Childhood Education. It also includes one, three semester hour, mathematics courses for Early Childhood Education. As required in the *Regents' Principles*, universities and colleges offered one course in mathematics in Area F with three additional mathematics courses taught at the upper division level. An examination of the Area F courses indicated that they varied from one institution to another; thus, it was concluded that this course should be standardized. These recommendations were made at the same time that the Georgia Department of Education began to phase out the Quality Core Curriculum (QCC) and implement the new Georgia Performance Standards (GPS) which also necessitated that programs reexamine the content of the Area F course. As a result of these variables, EPAAC charged faculty committees with the delineation of the core content and the design of these six courses. These courses represent the collective work of these faculty committees.

Courses:

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

Early Childhood:

All six of the above courses will compose the Area F core curriculum for Early Childhood Education majors.

Middle Grades:

The three professional education courses listed above will compose nine hours of the Area F core curriculum for students majoring in Middle Grades Education. In addition, the Area F for these majors will include two academic courses in one area of their required concentration and one academic course in the second area of their required concentration.

High School:

The three professional education listed above will be required of students desiring to teach a discipline at the high school level for which a BS or BA degree is required. The courses are to be taken outside of Area F (unless an elective slot allows one or more course to be taken in Area F).

Phase-In:

The six new courses listed above will be offered at each institution providing Area F courses for education majors no later than Fall 2007. The previous Area F courses must not be offered after this date as acceptable for satisfying Area F for education majors.

Phase-Out:

Students who have already completed the previous Area F for education majors or parts of it will have those courses honored through Fall 2009. After that time, beginning in Spring 2010, students desiring admission to teacher preparation programs will be expected to have satisfied the new Area F.

Institutions shall inform students who are taking courses in the current Area F of the need to complete the core and apply for admission to a teacher preparation program in a timely fashion. Institutions shall inform students that they will not be considered as having satisfied the Area F requirements with the previous Area F courses after Fall 2009.

Credentials Needed to Teach Courses:

Each campus will determine who will teach these courses in compliance with SACS.¹

Comparable Courses:

Because of timing, some students will have a combination of courses from the old and the new Area F. In these cases, as a guide, the following courses are considered comparable during this transition for these students: EDUC 2110 and the Introduction to Education course, EDUC 2120 and the Special Education course, and EDUC 2130 and the Human Growth and Development Course.

¹Excerpt from the SACS *Principles of Accreditation* (December 2001), Credential Guidelines: "a. Faculty teaching general education courses at the undergraduate level: doctor's or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline.)"

Economic Development Programs/Strengthen and Enhance Local Communities

The Georgia Rural Economic Development Center (GREDC) at East Georgia College engaged in a number of activities during 2005-2006:

- An Entrepreneurship Program which has assisted over 183 entrepreneurs in 40 counties with start-up and growth, created or saved over 560 jobs with the potential to grow additional jobs.
- A grant program designed to provide the impetus for communities to start strong, effective, "grass roots" economic development programs.
- Studies and training programs designed to increase economic opportunities and improve the quality of life for the citizens of rural Georgia such as:
 - Regional data collection, including an outdoor tourism study (to include agri-tourism), a study of zoning in rural communities, a water/sewer infrastructure study, a telecommunications technology study, and a feasibility study for Continuous Care Retirement Communities (CCRCs) in rural areas.
 - Community focused audit and labor studies, adult and youth leadership programs, Employee Child Care Needs Assessment, and a study to Measure the Impact of Business Location vs. Population Growth in a community.
 - Training programs focused on rural specific economic development and rural leadership development, a regional grant writing seminar and an Agri-Business Development Project.
- Computer Literacy Program provides free Introduction to the Computer classes.
- Sponsor of first Emanuel Arts Festival in 2005 and Arts Incubator facilitator, Sponsor and host of UGA Economic Outlook luncheon.
- **Continuing Education Programs:** Drivers Education classes for high school students began Summer 2006, SAT Prep Courses taught by EGC faculty in Fall 2005, Immigration Law Seminar for local business owners in January 2007. Annual College for Kids Summer Camp for middle school children was held with emphasis on exposure to college campus, education and enrichment.
- Boy Scout Merit Badge Weekend allowing day and overnight campers the opportunity to earn several merit badges at our campus.
- In collaboration with the Institute of Continuing Legal Education, East Georgia College broadcasts live satellite professional continuing education seminars for area attorneys.

Cultural Activities: East Georgia College's **Vision Series** is a privately funded program offering cultural opportunities to EGC students and the surrounding community. For FY 2005-06 the program included a *Phantom of the Opera* student trip to Fox Theatre. On campus events included the Augusta Symphony Orchestra, Terry Kay, author, Joseph Green, author and former Regent, Atlanta Pops Orchestra, James McBride, author, Clyde Edgerton, author, MountainHeart Bluegrass Band and the Claire Lynch Band.

In-Kind Services of EGC included faculty, staff and student sponsorship of the American Cancer Society's Relay for Life, Pine Tree Festival, the Pine Tree Breeze bike ride, Emanuel Arts Guild, Stillmore Roots Group, Arts Emanuel Festival and Emanuel Arts Incubator.

East Georgia College Adding Value – Serving Society Report
March 1, 2007

K-12 Outreach Programs Designed to Increase Academic Preparation

Post Secondary Readiness Enrichment Program (PREP) offers a myriad of services and programs for primary through high school students. Programs and services include a Dr. Seuss birthday program for primary school students, tutoring for primary and middle school students, campus visitation for 7th graders, PREP Summer Camp for 7th, 8th and 9th graders, EGC Math Initiative an evaluation of math skills and college math readiness for 11th graders, and the Ropes Course a teambuilding and leadership initiative program for 4th – 12 graders. In FY 2005-06, 1180 students were served through the PREP Program. PREP also provided academic preparation materials such as Brainchild, academic drill machines, to area schools and purchased SAT preparation books and SAT software materials for Swainsboro High School. EGC Student Mentoring Program allows EGC students to work afternoon at the Emanuel County Recreation Department serving as mentors to middle school at risk youth.

Other K-12 Programs

K-2 Outreach began in February 2007 and is a collaborative effort between Emanuel County Board of Education, a focus group of K-2 teachers from Emanuel County and David Emanuel Academy, and East Georgia College. The half day visitation program brings K-2 students to campus for a series of educational activities taught by college faculty and assisted by EGC students. All students take home an EGC coloring book that reinforces the science, history, art and boomerang lessons.

Directions, a new initiative, resulted from the collaboration of East Georgia College with the Emanuel County School System, Swainsboro Technical College, David Emanuel Academy, Georgia Rural Economic Development Center, and the Swainsboro/Emanuel County Chamber of Commerce and Joint Development Authorities. **Directions** program was designed to address the local dropout rate and the availability of a skilled workforce within Emanuel County. On March 9, 2006, 150 eighth grade students and 100 parents joined with the above collaborators to explore the full range of opportunities open to the students and to emphasize the importance of education planning. Both students and parents were given information about career choices, scholarship opportunities, financial aid, GAcollge411, and advice on how to make smart choices. They were also given a 4-year planner specifying **what** to do **when** in high school in order to be prepared for college. **Directions** won 2006 Andy Olsen Award for Excellence in School Public Relations from the Georgia School Public Relations Association (GSPRA).


Celebration of Education, a collaboration of East Georgia College and Swainsboro Technical College, was held in 2005 and 2006 in the East Georgia College Auditorium. In 2006, 256 students from Candler, Emanuel, Jenkins, Johnson, and Screven counties participated in the Essay Contest, "How Would Life Be without an Education?" This was an increase of 85 essays over the previous year. Also attending were the students' families and school administrators (including superintendents, administrators, principals, assistant principals, and school counselors), from area schools, along with faculty and staff of East Georgia College and Swainsboro Technical College. First, second and third place winners received savings bonds.

Grants or Scholarships Awarded to Students: EGC awarded \$2,824,315 in grants to 936 students and \$1,0390,033 in scholarships to 537 students in FY 2005-06.



Social Science Division
131 College Circle
Swainsboro, Georgia 30401-2699
University System of Georgia

Tel: (478) 289-2045
Fax: (478) 289-2141
Web: www.cga.edu

Date: March 29, 2007
TO: Academic Policies Committee
FROM: Dr. David Bartram 
RE: Area F for Business Administration

East Georgia College currently does not have a faculty person to teach any of the introduction to computer information offerings. The Business Administration and Economics major as listed in the catalog requires that the students take CISM 2201, Fundamentals of Computer Applications.

I am requesting that CISM 2201 be moved from the required area to the Guided Electives area. The students are required to take one of these electives with this move they will be required to take 2 electives.

By moving the course, we are not eliminating CISM 2201 from the Area F and if East Georgia College fills the computer position in the future the course will serve as an elective.

AREA F:

Business Administration and Economics

ACCT 2101	3 hours
ACCT 2102	3 hours
ECON 2105	3 hours
ECON 2106	3 hours

Guided Electives(Choose Two):

CISM 2201	3 hours
BUSA 1105	3 hours
BUSA 2105	3 hours
BUSA 2106	3 hours



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By moving the course, we are not eliminating CISM 2201 from the Area F and if East Georgia College fills the computer position in the future the course will serve as an elective.

MEMORANDUM

March 30, 2007

To: Academic Policies Committee

From: Dr. Derden *ADD*

Re: Recommended Regents' Testing Program policy change for East Georgia College students

Currently, East Georgia College students are required to take the appropriate Regents' skills course(s) (RGTE 0099, RGTR 0098) during their next enrollment term at the college following a failure on the Regents' Reading and/or Regents' Essay test.

RECOMMENDATION: Following a failure on the Regents' Reading and/or Regents' Essay test, students are required to take the appropriate Regents' skills course(s) when they reach 45 semester credit hours of college credit.

DISCUSSION: This recommendation follows a trend that has developed in many institutions across the System. Students may take the Regents' test early and often but are not required to remediate via the Regents' skills courses until they have reached 45 semester credit hours. At Georgia Southern University, for example, incoming freshman are encouraged to take the test early so that in the event of failure they will have one or more additional opportunities to take the test before Regents' remediation is required. This policy may have the salutary effect of getting students to take Regents' skills courses more seriously. Moreover, this practice may help us in our assessment efforts by developing a baseline and enabling us to show "value added" without having to develop a test or pay for outside testing services

**REGENTS' SKILL REQUIREMENT COMPLETION RATES
SOPHOMORES REACHING 45 HOURS 2004-2005**

	N	% Pass		
		Reading	Essay	Both
East Georgia College	157	64.97	74.52	56.05
Two-Year Colleges	4596	78.89	82.18	72.98
System	28250	88.28	87.30	82.74

**REGENTS' SKILL REQUIREMENT COMPLETION RATES
SOPHOMORES REACHING 45 HOURS 2003-2004**

	N	% Pass		
		Reading	Essay	Both
East Georgia College	151	79.47	83.44	69.54
Two-Year Colleges	6354	79.08	79.90	71.59
System	27255	87.12	85.53	80.68

**REGENTS' SKILL REQUIREMENT COMPLETION RATES
SOPHOMORES REACHING 45 HOURS 2002-2003**

	N	% Pass		
		Reading	Essay	Both
East Georgia College	146	78.08	80.82	72.60
Two-Year Colleges	5939	75.64	79.17	70.69
System	26736	83.54	83.35	78.38

**REGENTS' SKILL REQUIREMENT COMPLETION RATES
SOPHOMORES REACHING 45 HOURS 2001-2002**

	N	% Pass		
		Reading	Essay	Both
East Georgia College	128	78.91	83.59	73.44
Two-Year Colleges	4614	76.48	77.74	71.65
System	23130	81.57	80.62	76.17

**REGENTS' SKILL REQUIREMENT COMPLETION RATES
SOPHOMORES REACHING 45 HOURS 2000-2001**

	N	% Pass		
		Reading	Essay	Both
East Georgia College	117	83.76	88.89	80.34
Two-Year Colleges	4372	75.25	76.72	70.52
System	22224	81.15	80.85	76.49

**REGENTS' TESTING PROGRAM
PASSING RATES FOR FIRST-TIME EXAMINEES
SUMMER SEMESTER, 2006**

	READING		ESSAY	
	Number	% Pass	Number	% Pass
East Georgia College	74	67.57	79	88.61
Two-Year Colleges	1209	65.92	1426	83.87
Total System	3670	73.27	4588	85.59

**REGENTS' TESTING PROGRAM
PASSING RATES FOR FIRST-TIME EXAMINEES
FALL SEMESTER, 2006**

	READING		ESSAY	
	Number	% Pass	Number	% Pass
East Georgia College	96	67.71	109	75.23
Two-Year Colleges	2405	68.52	2778	80.13
Total System	8373	75.1	11916	85.76

**REGENTS' TESTING PROGRAM
PASSING RATES FOR EXAMINEES REPEATING THE TEST
SUMMER SEMESTER, 2006**

	READING		ESSAY	
	Number	% Pass	Number	% Pass
East Georgia College	17	47.06	4	100.00
Two-Year Colleges	663	42.99	370	67.84
Total System	2017	42.04	1046	67.97

**REGENTS' TESTING PROGRAM
PASSING RATES FOR EXAMINEES REPEATING THE TEST
FALL SEMESTER, 2006**

	READING		ESSAY	
	Number	% Pass	Number	% Pass
East Georgia College	33	36.36	13	61.54
Two-Year Colleges	1020	40.20	609	64.04
Total System	3334	41.66	1849	66.36

APPLICATION FOR PROPOSED NEW COURSE

Date: March 29, 2007

SUBMITTED BY: Robert J. Brown, Jr

Name of Proposed Course: Quantitative Skills & Reasoning

Suggested Course Number: 1001

Course Level: College

Hours Per Week Lecture: 3

Hours Per Week Laboratory: 0

Prerequisites: Exemption or completion of Learning Support mathematics required; exemption or completion of Learning Support reading and English recommended.

Estimated Enrollment (Headcount): 30 Initially, 100-150 After fully Implemented

Available Texts: *Using and Understanding Mathematics: A Quantitative Reasoning Approach (4/E) With MyMathLab* by Bennett and Briggs; Addison-Wesley, 2007. (Recommended text)

Mathematics All Around (2/E) by T. L. Pirnot; Addison-Wesley, 2004.

Approximate Cost of Text: \$120.00 Including MyMathLab

Division Chairman's Signature: _____

JUSTIFICATION OF THE NEED FOR THE COURSE:

We believe there is a need for a course that is of sufficient rigor for a college-level offering while providing quantitative reasoning and skills for students who do not need the traditional algebraic studies leading to pre-calculus and calculus. The proposed course is not an attempt to address the high non-success rates in College Algebra by providing an easier, lower-level course. It is an attempt to address that segment of the student population who need to have the skills necessary for quantitative reasoning that do not involve the symbolic manipulations that are prevalent in College Algebra and higher mathematics. Accomplishing this objective would entail, among other outcomes, grounding in logic with a view to analyzing arguments, an appreciation and recognition of the validity of various statistical claims, distinguishing between those with statistical and practical significance, and problem-solving with a view to recognizing valid deductions to enable the student to make appropriate and supportable decisions. It will be a course that assumes exemption/completion of learning support in mathematics as necessary and exemption/completion of all learning support as preferable.

Course description:

This course is an alternative in Area A of the Core Curriculum and is not intended to supply sufficient algebraic background for students who intend to take precalculus or the calculus sequences for mathematics and science majors. This course places quantitative skills and reasoning in the context of experiences that students will be likely to encounter. It emphasizes processing information in context from a variety of representations, understanding of both the information and the processing, and understanding which conclusions can be reasonably determined.

MAJOR TOPICS TO BE COVERED:

1	Fallacies, propositions, truth values
2	Sets, Venn diagrams, <i>sets of numbers</i> , analyzing arguments, critical thinking
3	Units, conversion, <i>fractions</i> , problem-solving using units, <i>powers of 10</i>
4	Problem-solving guidelines, Uses (abuses) of percentages, <i>ratios</i> , <i>scientific notation</i> ,
5	Accuracy vs. precision, <i>rounding</i> , types of errors (random vs. systematic, absolute vs. relative, Type I vs. Type II), index numbers, Simpson's paradox
6	Fundamentals of statistics, types of samples, population, study vs. experiment, statistical vs. practical significance
7	Tables, graphs, correlation vs. causation,
8	Data distribution, measures of variation, normal distribution
9	Statistical inference, fundamentals of probability, combining probabilities
10	Law of averages, risk assessment,
11	Counting, factorials, assigning probabilities, linear growth, quadratic growth, exponential growth, <i>logarithms</i>
12	Functions, linear, quadratic, and exponential models
13-14	Voting and fairness, analysis of elections, apportionment or Exam IV, Plane geometry, perspective and symmetry and Art
15	Review

OBJECTIVE OF THE COURSE:

The primary outcome for a student who successfully completes a MATH 1001 course is the achievement of a certain level of proficiency in using and analyzing quantitative information. The focus is upon the methodology and skills needed to analyze quantitative information for the purpose of making decisions, judgments, and predictions. This will entail defining problems by means of numeric, graphic, or symbolic representations of real-world phenomena, identifying and pursuing methods of solution, deducing consequences, formulating alternatives, and predicting outcomes. To this end, students who successfully complete a MATH 1001 course will:

1. acquire skills that will enable them to construct logical arguments based on rules of inference and to develop strategies for solving quantitative problems;
2. have developed number sense sufficiently to be able to put numbers, expressed in a variety of ways (such as decimal, fraction, percentage, and scientific notation), into perspective;
3. interpret the many different uses and abuses of percentage;
4. understand the difference between causation and correlation and be able to interpret statistics presented graphically;
5. understand and appropriately use the meaning of central tendency, variation, and the significance of different distributions;
6. understand and appropriately use basic concepts of statistical inference;
7. understand and appropriately use a variety of mathematical models reflecting real-world phenomena. Specifically, a student will be able to distinguish among linear, quadratic and exponential growth models (functions).

Will the course replace another, or is this an additional course?

It will replace Math 1111 (College Algebra) for some students.

What effect will this course have on the enrollment in other courses?

It would reduce the number of College Algebra courses required per semester.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (Including qualifications of available instructors):

We have qualified instructors on both campuses.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

- A) OPERATING COSTS – No additional
- B) CAPITAL OUTLAY – None
- C) ADDITIONAL LIBRARY RESOURCES – None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES

(All entitled Quantitative Skills & Reasoning and numbered Math 1001)

1. University of West Georgia
2. Atlanta Metropolitan College
3. Bainbridge College
4. Coastal Georgia Community College
5. Darton College
6. Armstrong Atlantic State University
7. Gainesville State College
8. Gordon College

COURSE SYLLABUS

East Georgia College
The University System of Georgia
MATH 1001
Quantitative Skills & Reasoning

I. Instructor: Dr. Robert J. Brown, Jr.

II. Course: Math 1001 Quantitative Skills & Reasoning

This course places quantitative skills and reasoning in the context of experiences that students will be likely to encounter. It emphasizes processing information in context from a variety of representations, understanding of both the information and the processing, and understanding which conclusions can be reasonably determined. This course is an alternative in Area A of the Core Curriculum and is not intended to supply sufficient algebraic background for students who intend to take precalculus or the calculus sequences for mathematics and science majors.

III. Prerequisite: Exemption or completion of Learning Support mathematics required; exemption or completion of Learning Support reading and English recommended.

IV. Textbook: *Using and Understanding Mathematics: A Quantitative Reasoning Approach (4/E)* \ With MyMathLab by Bennett and Briggs; Addison-Wesley, 2007.

V. Course Objectives

The primary outcome for a student who successfully completes a MATH 1001 course is the achievement of a certain level of proficiency in using and analyzing quantitative information. The focus is upon the methodology and skills needed to analyze quantitative information for the purpose of making decisions, judgments, and predictions. This will entail defining problems by means of numeric, graphic, or symbolic representations of real-world phenomena, *identifying and* pursuing methods of solution, deducing consequences, formulating alternatives, and predicting outcomes. To this end, students who successfully complete a MATH 1001 course will:

1. acquire skills that will enable them to construct logical arguments based on rules of inference and to develop strategies for solving quantitative problems;
2. have developed number sense sufficiently to be able to put numbers, expressed in a variety of ways (such as decimal, fraction, percentage, and scientific notation), into perspective;
3. interpret the many different uses and abuses of percentage;
4. understand the difference between causation and correlation and be able to interpret statistics presented graphically;
5. understand and appropriately use the meaning of central tendency, variation, and the significance of different distributions;
6. understand and appropriately use basic concepts of statistical inference;
7. understand and appropriately use a variety of mathematical models reflecting real-world phenomena. Specifically, a student will be able to distinguish among linear, quadratic and exponential growth models (functions).

VI. Evaluation:

Students will be evaluated through four hour quizzes and a comprehensive final examination.

• VII. Grading:

The average of the four hour quizzes will count 70% of the grade, and the comprehensive final examination will count 30% of the grade.

Grading formula: $(.7 \times \text{Quiz average} + .3 \times \text{Exam})$

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F 0 - 59

VIII. Attendance policy:

Each student is expected to attend each class period. More than three absences may adversely affect your grade. It is your responsibility to inform your instructor of the reasons for your absence, and your instructor expects you to do so. The student is responsible for academic consequences of all absences.

IX. Office information

Office C201

Phone 489-289-2068

Email: bbrown@ega.edu

X. Make up policy:

You are expected to be present each day, including days of the announced quizzes. All make-up work will be at the sole discretion of the instructor. The instructor reserves the right to determine if a make-up quiz should be given, as well as the time, place, format and material to be covered on the make-up work.

XI. Policy regarding taping of classes:

Students who would like to audio or video tape a class must receive permission of the instructor. For institutional purposes, all GSAMS classes are subject to being video taped.

XII. Plagiarism

I expect complete integrity from all students on all work submitted for evaluation. Students guilty of cheating on any graded assignment will receive a grade of 0 for that assignment and may fail the course as a result.

Furthermore, the Vice President for Academic Affairs will maintain a file of all incidents of academic dishonesty, and the incident may be placed in that file. A more complete statement on academic integrity may be found in the student handbook.

XIII. ADA Statement

If any student in the class has special needs because of learning disabilities or other kinds of disabilities, that student should discuss this problem with the instructor in the privacy of his office.

XIV. Additional course requirements:

The TI-83 graphing calculator will be used in class and is required.

XV. Schedule: Note: This information plus additional learning resources may all be accessed through



Week	Topic
1	Fallacies, propositions, truth values
2	Sets, Venn diagrams, <i>sets of numbers</i> , analyzing arguments, critical thinking
3	Units, conversion, <i>fractions</i> , problem-solving using units, <i>powers of 10</i>
4	Problem-solving guidelines, Uses (abuses) of percentages, <i>ratios</i> , <i>scientific notation</i> ,
5	Accuracy vs. precision, <i>rounding</i> , types of errors (random vs. systematic, absolute vs. relative, Type I vs. Type II), index numbers, Simpson's paradox
6	Fundamentals of statistics, types of samples, population, study vs. experiment, statistical vs. practical significance
7	Tables, graphs, correlation vs. causation,
8	Data distribution, measures of variation, normal distribution
9	Statistical inference, fundamentals of probability, combining probabilities
10	Law of averages, risk assessment,
11	Counting, factorials, assigning probabilities, linear growth, quadratic growth, exponential growth, <i>logarithms</i>
12	Functions, linear, quadratic, and exponential models
13-14	Voting and fairness, analysis of elections, apportionment or Exam IV, Plane geometry, perspective and symmetry and Art
15	Review

^ XVI. General Learning outcomes:

General Education Learning Outcomes

General education at East Georgia College strengthens the students' foundation of general knowledge and skills important for success in the 21st Century. It fosters continued acquisition of information, individual patterns of behavior, and intellectual inquiry. General education nurtures thinking critically, engaging in active learning, and understanding the environment in which the students reside. In particular it includes educational and cultural experiences that enrich the students' lives and provides opportunities for individuals to explore interests and develop aptitudes.

General education consists of forty-two semester hours spanning Areas A-E. Included in these hours are courses in the arts, humanities, mathematics, and natural and social sciences. These courses are designed to achieve twelve learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation from East Georgia College. The twelve general education learning outcomes are as follows:

1. Students will read, write, speak, and listen with the competence necessary to succeed in higher education
2. Students will participate in activities for cultural enrichment.
3. Students will demonstrate skill in logic and critical thinking.
4. Students will demonstrate proficiency at solving problems algebraically, numerically, and graphically.
5. Students will apply scientific principles to solve a variety of problems.
6. Students will study various values and cultures to better understand human behavior and diversity.
7. Students will participate in health education and activity classes and be encouraged to take responsibility for personal health, wellness, and life-long physical activity.
8. Students will access, manage, and present information available through traditional and electronic media.
9. Students will demonstrate knowledge of the basic structures and processes of American government.
10. Students will apply historical perspective.
11. Students will apply the study and learning strategies necessary to succeed in higher education.
12. Students will demonstrate an understanding of different themes, subjects, styles, and cultural expressions in art, music, or literature.

EAST GEORGIA COLLEGE
Approved Changes for Teacher Education majors (Area F)

Six new courses have been approved by the University System of Georgia for Area F Teacher Education majors and many of them will be offered beginning Fall 2007. The previous Area F courses will not be offered after this semester as acceptable for satisfying the requirements for this area. Students who have already completed the previous Area F for Teacher Education or parts of it will have those courses honored through Fall 2009. After that time, beginning Spring 2010, student desiring admission to teacher education programs will be expected to have satisfied the new Area F.

Required:		9 hours
EDUC 2110	Investigating Critical & Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts	3
EDUC 2130	Exploring Teaching & Learning	3

9 hours

Guided Electives:

**NOTE: Because schools of education vary widely in their requirements, the decision about which courses to take to complete this 9hour Guided Elective component must be made in consultation with the advisor and be dependent on the requirements of the institution to which the student plans to transfer*

<u>Early Childhood</u>		3
MATH 2008	Foundations of Numbers and Operations	3
ISCI 2001	Life and Earth Science for Early Childhood Education Teachers	3
ISCI 2002	Foundations of Physical Science	

Health and Physical Education

BIOL 2511	Anatomy and Physiology I	4
BIOL 2512	Anatomy and Physiology II	4
PHED 2011	Into to Health, Phys Ed and Recreation	1

High School

Three courses are to be taken outside of Area F

Middle Grades

Area F for these majors will include two academic courses in one area of their required concentration and one academic course in the second area of their required concentration.

Special Education

(Choose three):

*PSYC 1101	General Psychology	3
PSYC 2101	Psychological Adjustment	3
*SOC1 1101	Introduction to Sociology	3
SOCI 1160	Social Problems	3
SOCI 2293	Introduction to Marriage and Family	3

**NOTE: If PSYC 1101 and SOCI 1101 are not taken in Area E, they must be taken in Area F. If one or both courses are taken in Area E, students may choose from the following list of courses to complete the required 9 hours of guided electives.*

Speech Pathology

Choose any nine hours to support the major. Students should consult with their advisor and consider the requirements of the school to which they intend to transfer.

EAST GEORGIA COLLEGE
Academic Policies Committee Meeting
March 9, 2007

Members Present: Dr. David Bartram, Mr. Randy Carter, Mr. Mark Dallas, Dr. Tim Goodman, Dr. John Derden, Dr. Dana Nevil, and Dr. Jimmy Wedincamp, Ms. Carol Bray

Visitors: Ms. Janet Stracher

The meeting was called to order at 10:00AM.

Agenda Item 1: New Secretary to take the Minutes of APC Meetings – Tim Goodman

Ms. Janet Stracher was nominated and approved by the committee as the new Academic Policy Committee Secretary replacing Mr. Donald Avery.

Agenda Item 2: Approved Minutes from the 11/17/06 APC Meeting – Tim Goodman

Dr. Tim Goodman asked for any additions and/or corrections to the 11/17/06 APC meeting minutes.

- ❖ Mark Dallas recommended that the Agenda Item 5 be amended to allow 1 retest in each of the 3 learning support areas during the testing period at no additional cost to a student. The retest would take place on the last day of the testing period, which is Friday.

The minutes were unanimously approved.

Agenda Item 3: New committee member to replace Mr. Neji Hajji – Tim Goodman

Dr. Tim Goodman made a request of Dr. Jimmy Wedincamp to recommend a replacement of Mr. Hajji and that this individual would attend the March 30, 2007 APC meeting.

Agenda Item 4: Teach Education Area F Changes - Tim Goodman

- ❖ Six new courses, developed and approved by the University System of Georgia will replace the current 3 education courses (9hrs). The three other new courses consist of 2 science courses and 1 math course. All 6 of these courses will be required of students pursuing Early Childhood. These 6 new courses must be phased in by Fall 2007 and the previous courses will be honored through Fall 2009. Beginning Spring 2010, all students entering the teacher preparation program must satisfy the new Area F.
 - EDUC 2110 – Investigating Critical & Contemporary Issues in Education
 - EDUC 2120 – Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts
 - EDUC 2130 – Exploring Teaching & Learning
 - MATH 2008 – Foundations of Numbers and Operations
 - ISCI 2001 – Life and Earth Science for Early Childhood Education Teachers
 - ISCI 2002 – Foundations of Physical Science
- ❖ All of the course numbers, titles and course descriptions were developed by the USG and will be effective Fall 2007.
- ❖ The 3 education courses will each have a practicum component. Lara Norton and Dee McKinney are the official faculty advisors for education majors.
- ❖ Enrollment will be set to zero for all 6 courses, since they are designed for only education majors. This restriction will allow instructors for these courses to screen students during the registration process.
- ❖ Dr. Goodman said the Emanuel County schools require all of their personnel, including non-certified personnel, to have criminal background checks and that they strongly prefer we

require the same for education majors who will have contact with students in the public school system. This requirement would apply to any county school system.

- ❖ Dr. Bartram informed us that the sheriff's department will provide the criminal background check for a \$5.00 fee.
- ❖ Janet Stracher expressed the concerns of legal counsel for the Board of Regents, about the background check process. If nothing else, the background check needs to be kept as a separate issue from faculty who could influence a student's grade.
- ❖ Janet Stracher recommended the background checks be routed through the existing Background Investigation Committee, which presently includes Drew Durden, May Smith, Donald Avery and Janet Stracher. This committee needs to develop criteria by which to make a determination if a student can enroll in an education major course and then disclose that information to both Lara Norton and Dee McKinney, which could be done through a spreadsheet.
- ❖ The committee agreed that we need a clear process on how to evaluate the background check and that this is an administrative issue and not one for the APC committee.
- ❖ Dr. Bartram said the following USG institutions began requiring criminal background checks of education majors in Fall 2006:
 - Armstrong Atlantic State University
 - Columbus State University
 - Fort Valley State University
 - Kennesaw State University
 - North Georgia College & State University
 - Valdosta State University
 - West Georgia State University
- ❖ Mark Dallas made a comment that students pursuing education need to be advised to start on these types of courses as early as possible due to the pre-requisites and practicum and that it is not advised that they do more than one EDUC course in a semester.
- ❖ Janet Stracher inquired about the turn-a-round time for a student to have a background check submitted to the college, but the exact amount of time was unknown by committee members.
- ❖ Tim Goodman said all EDUC courses must earn a minimum grade of 'C' or better.

The committee unanimously approved the 3 EDUC courses.

- ❖ MATH 2008 replaces MATH 2031 (Math for Teachers)
- ❖ Jimmy Wedincamp said that this is a content course not pedagogical and no background check is required. Only education majors will be allowed to take this course.

The committee unanimously approved the math course.

- ❖ ISCI 2001 and 2002 are courses with 2 hrs lecture, 2hrs lab and 3 credit hours awarded.

The committee unanimously approved the math course.

Old Business

New Business

Conclusion

The meeting adjourned at 11:00AM.

Agenda Items – Next Meeting

F.Y.I. #1 abbreviated Banner titles provided by Dr. David Bartram (30 spaces or less):

EDUC 2110 – Critical & Contemporary Issues

EDUC 2120 – Cultural Diversity

EDUC 2130 – Exploring Teaching & Learning

ISCI 2001 – Life/Earth Science

ISCI 2002 – Physical Science

MATH 2008 – Numbers & Operations

F.Y.I. #2 Prerequisite for MATH 2008: Math 1101 or MATH 1111 requires a minimum grade of C.

F.Y.I. #3 Verify if Area F courses ISCI 2001, 2002 and MATH 2008 require a minimum grade of C to pass the course.

Approval of Minutes from the 3/9/07 APC meeting

Division chairs look at Learning Support classes to change from 4 hours to 3 hours

Clarify the SPAN 1001 – Statesboro/Swainsboro

SERV 1001 as substitute for EGAC 1010 in Area B - Stracher

Numbering system for physics courses – Jimmy Wedincamp

Regents' Exams – Mark Dallas