SACSCOC COMPLIANCE CERTIFICATION

submitted by

GEORGIA SOUTHWESTERN STATE UNIVERSITY

5 September 2013

800 Georgia Southwestern State University Drive
Americus, GA 31709-4376
(229) 931-2710
2.1

**Degree-granting Authority**

The institution has degree-granting authority from the appropriate government agency or agencies.

**Judgment**

- Compliance  - Partial Compliance  - Non-Compliance  - Not Applicable

**Narrative**

Georgia Southwestern State University has been authorized to grant degrees by the Board of Regents (BoR) of the University System of Georgia (USG). The BoR, created by an act of the General Assembly of Georgia in 1931, has government, control, and management of the USG and each of its institutions; see Article I, Subsection 2 of the Bylaws of the BoR. Article I, Subsection 6 of the Bylaws of the BoR lists the member institutions of the USG, including Georgia Southwestern State University under State Universities. Article VIII Section IV of the State Georgia Constitution specifically establishes the authority of the BoR for the USG. See also Official Code of Georgia 20-3-31 & 20-3-32.

**Sources** (In Order of Appearance)

- BOR Bylaw Art I Sub 2
- BOR Bylaw Art I Sub 6
- GAConstitution PG 63 (Page 63)
- OCGA 20-3-31 General Powers
- OCGA 20-3-32 More Powers
- BOR Bylaws Article I Subsection 2
- BOR Bylaws Article I Subsection 6
2.2  

**Governing Board**  
The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.

**Judgment**  
- Compliance  
- Partial Compliance  
- Non-Compliance  
- Not Applicable

**Narrative**  
Georgia Southwestern State University (GSW) is governed by the Board of Regents (BoR) of the University System of Georgia (USG), which is granted its authority by the Georgia State Constitution and is composed of eighteen members. The state constitution and the Official Code of Georgia (OCGA) vest the BoR with “the government, control, and management of the University System of Georgia and all of the institutions in said system” in Georgia Constitution Article VIII Section IV Paragraph 1b (see also OCGA 20-3-51), and specifically vests the BoR with the management of financial resources for the USG (Georgia Constitution Article VII Section IV Paragraph 1c; see also OCGA 20-3-53). The duties of the BoR are enumerated in OCGA 20-3-31 and OCGA 20-3-32, and OCGA 20-3-30 allows the BoR to establish its own operating procedures. The BoR Bylaws define the board's policy-making authority (BOR Bylaws Sections V.1 and V.3). Moreover, the BoR specifically grants the management of its member institutions to the chief executive officers of those institutions (BOR Bylaws Section VI).

OCGA 20-3-26 requires members of the BoR to attend meetings, and a quorum must be present to transact business. The Bylaws of the BoR provide for the removal of members for non-attendance at meetings (BoR Bylaws Section I.4), and the BoR Policy Manual contains a policy statement against political interference (BoR Policy Manual 12.1). OCGA 45-10-40 specifically forbids members of the BoR from entering into contracts with any entity associated with the USG. OCGA 45-10-41 provides that violation of this statute is punishable as a misdemeanor and will result in removal from the BoR. The names, addresses, employment, and terms of the current BoR Members are listed below.

**Sources** (In Order of Appearance)

- Georgia Constitution Article VIII Section IV (Page 63)
- OCGA 20-3-51 Regents Govern USG
- OCGA 20-3-53 Funds Allocation Authority
- OCGA 20-3-31 General Powers
- OCGA 20-3-32 More Powers
- OCGA 20-3-30 Procedural Rules & Regulations
- BoR USG Bylaws (Page 6)
- BoR USG Bylaws (Page 7)
- OCGA 20-3-26 Attendance
- BoR USG Bylaws (Page 2)
- BoR Policy on Political Interference
- Conflicts-of-Interest-2011 (Page 13)
- Conflicts-of-Interest-2011 (Page 14)
- BoR Members 2013-14
- 2013-14 Board of Regents (BoR) Members
- BOR Bylaws
- BOR Policy Manual
2.3

Chief Executive Officer
The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification. The document can be found at http://www.sacscoc.org/policies.asp.)

Judgment
☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Dr. Kendall Blanchard is the chief executive officer of Georgia Southwestern State University. Like all other presidents in the University System of Georgia (USG), past and present, Dr. Blanchard was appointed by the Board of Regents (BoR) of the USG to operate and manage the institution (Section VI BoR Bylaws) but does not serve as head of the BoR. The specific powers and responsibilities of GSW's president are described in The BoR Policy Manual and in the GSW University Statutes.

Sources (In Order of Appearance)
- Section VI BOR Bylaws
- BoR Policy Manual Presidents
- GSW University Statutes Article II Section 2
- BOR Bylaws Section VI
- BOR Policy Manual Presidential Authority
- GSW University Statutes
2.4

Institutional Mission
The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) has a clear and comprehensive mission statement that is published on the institution's website, in its Faculty and Student Handbooks, and in its Undergraduate and Graduate Bulletins. The mission statement explicitly addresses learning and teaching, situates GSW within the University System of Georgia, and lists the types of degrees the institution offers:

Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs.

Sources (In Order of Appearance)
- GSW Mission Statement on Website
- GSW Faculty Handbook 2013-2014 (Page 1)
- The GSWweathervane 2013-14 (Page 5)
- GSW UG Bulletin 2013-14 (Page 11)
- GSW Graduate Bulletin 2013-14 (Page 9)
- GSW Faculty Handbook
- GSW Mission Statement on Website
- GSW Weathervane Student Handbook
2.5

Institutional Effectiveness
The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Judgment
[ ] Compliance  [ ] Partial Compliance  [ ] Non-Compliance  [ ] Not Applicable

Narrative
Georgia Southwestern State University's (GSW) Institutional Effectiveness Committee (IEC), established in 2010, is the mechanism that ensures the institution engages in ongoing, integrated, and institution-wide, research-based planning and evaluation processes. The IEC was created as a standing committee by an amendment to the University Statutes "to establish and assess institutional priorities for strategic planning and budgeting," and is unique among standing committees at GSW, since it is composed of representatives from across the institution drawn from among the faculty, staff, administrators, and students (see GSW Faculty Handbook 2013-2014 pp. 169-70). The IEC is organized by statute into two subcommittees (Strategic Planning and Assessment, and Academic and Support Unit Assessment) that integrate the planning and evaluation processes across campus. The IEC also forms task forces to accomplish specific tasks that are outside the responsibilities of the standing subcommittees. To date there have been two task forces: the Budget Planning and Assessment Task Force and the SACSCOC Task Force (see GSW IEC Organizational Chart and Committee Roster 2013-14).

Committee of the Whole:
- Oversees the work of subcommittees and task forces
- Reviews reports of subcommittees and task forces
- Reviews assessment results from across institution, such as NSSE-FSSE and General Education Assessments
- Makes recommendations based on review of these data to the Faculty Senate and the Administrative Council.

Subcommittee Responsibilities:
Strategic Planning and Assessment
- Oversees the drafting of the institutional strategic plan
- Assesses progress on current strategic plan
- Periodically reviews the institutional mission

Academic and Support Unit Assessment
- Peer reviews unit assessment plans and results for process improvement
- Examines unit assessment results with an eye to institution-wide patterns of strength and weakness

Task Force Assignments:
Budget Planning and Assessment Task Force (2011-12)
- Established, and assessed Strategic Budgeting Process
- Provided feedback on improvement of Strategic Budgeting Process

SACSCOC Task Force (2011-14)
- Assisted GSW's Accreditation Liaison with SACSCOC compliance audit 2011
- Assisted GSW's Accreditation Liaison in forming of QEP Topic Selection Committee 2011-12
- Assisted GSW's Accreditation Liaison in forming of SACSCOC On-Site Visit Planning Committee 2013-14

A brief history of the IEC, its subcommittees, and its task forces will further document how the committee’s activities support and ensure institutional effectiveness processes at GSW.

Committee of the Whole
By statute, the entire IEC must meet at least three times annually, but in practice, the Committee of the Whole has met more often. During the spring of 2011, the Committee of the Whole oversaw the formation of the subcommittees, and explored ways of better coordinating the strategic planning, budget planning, and unit assessment activities. During the 2011-12 academic year, the Committee of the Whole established procedures for examining university-wide data sets, and implemented the plans generated by its subcommittees in spring 2011. During the 2012-13 academic year, the IEC reviewed the Budget Planning Process, reviewed the Interim Assessment of GSW's Strategic Plan, and reviewed institutional assessment process evaluations.

2010-11 IEC Activities
- Elected Chair and Secretary
• Assigned members to Subcommittees and Task Forces (see IEC Minutes 9 February 2011)
• Lengthened the strategic planning cycle from five to seven years (see IEC Minutes 25 April 2011)

2011-12 IEC Activities

• Established an assessment day for the IEC to considered university wide-data sets
  • On December 13, 2011, reviewed and discussed NSSE-FSSE results from 2005, 2008, and 2011, as well as the results from the Adult Learner Inventory administered in 2008 (See IEC Minutes 13 December 2011)
  • Identified areas of concern for improvement
• Generated an action recommendation to address an area for improvement (see IEC Minutes 10 April 2012)
  • Faculty Senate did not pass recommendation to the General Faculty (see Faculty Senate Minutes 25 April 2012)

2012-13 IEC Activities

• Reviewed the Budget Planning Process that was implemented during 2011-12 (see IEC Minutes 11 October 2012, and section on Budget Planning and Assessment Task Force below)
• Reviewed Interim Assessment of 2008-15 institutional Strategic Plan (see IEC Minutes 15 November 2012, 13 December 2012, and 18 April 2013)
• Reviewed results of institutional assessment process evaluations conducted by Academic and Support Unit Assessment subcommittee (see IEC minutes 13 December 2012)
• Formalized recommendations from 13 December 2012 (See IEC Minutes 7 February 2013)
• Invited interested parties to a meeting to discuss Critical Thinking (see IEC Minutes 7 March 2013)
• Considered reconfiguring its subcommittee structure by revision of university statute (See IEC Minutes 18 April 2013)

Strategic Planning and Assessment

When the IEC Strategic Planning and Assessment Subcommittee was formed GSW was in already in the midst of its third strategic plan (1997-2002, 2002-2007, and 2008-2015). The first two plans had been accomplished by presidentially appointed ad hoc strategic planning committees comprised of members of the Administration, other academic administrators, faculty, staff, and students. Administrative and academic units developed actions plans with unit goals tied directly to institutional priority areas. The 1997-2002 and 2002-2007 strategic goals were assessed through unit, college, and institution achievement of proposed action goals.

GSW’s current strategic plan, “Moving Forward: Cultivating Growth and Excellence,” had been initiated during the 2006-2007 academic year by former GSW President Michael Hanes to take effect following the completion of the 2002-2007 plan. The ad hoc task force appointed by the president arrived at six goals, based primarily on the University System of Georgia’s (USG) Strategic Plan, and proposed some action objectives for GSW to meet these goals. While this ad hoc committee was at work, President Hanes resigned and was replaced by Dr. Kendall Blanchard in June 2007. Adoption of a final strategic plan was temporarily delayed during this transition period. In 2008, President Kendall Blanchard and Vice President of Academic Affairs Brian Adler appointed an ad hoc task force charged with finalizing a strategic plan that built upon the foundation developed by the previous committee but focused on goals that were both distinctive and valued by GSW as well as aligned with the goals of the USG strategic plan. The first step of the process was to revisit GSW’s Mission Statement, which had not been substantively revised since 2002. With a revised mission in place, the committee crafted GSW’s current strategic plan, which was finally approved by the faculty in 2010. “Moving Forward” clearly integrates the institution’s mission with operationally defined goals and objectives that can be assessed effectively at both the university-wide and the individual unit level. The Institutional Effectiveness Committee formalized the lengthening of the Strategic Planning cycle from 5 to 7 years in 2011 (see IEC Minutes 25 April 2011).

During spring 2011-2012 academic year, the Strategic Planning and Assessment Subcommittee developed a plan for assessing the “Moving Forward,” and during the 2011-12 academic year began collecting evidence of institution-wide progress on the strategic plan goals and objectives during the first three and one-half years of the plan. A progress report on the mid-point evaluation was presented to the whole IEC on 15 November 2012, and some data was presented to the IEC during its annual assessment day, 13 December 2012, and during the 18 April 2013 full committee meeting. An interim version of the Strategic Plan Progress Report was presented to the GSW Admimistrative Council in January, 2013 (see Strategic Plan Interim Progress Report For Admin Council). A complete report was completed in August, 2013 and will be discussed at the regularly scheduled IEC meeting on September 12, 2013 (see Final Strategic Plan Progress Report, especially progress summary pp. 27-29).

The subcommittee is scheduled to initiate and oversee the process of developing the 2016-2023 strategic plan during the 2014-15 academic year as the 2008-2015 plan reaches its end.

Academic and Support Unit Assessment Subcommittee

When the IEC Academic and Support Unit Assessment Subcommittee was formed, assessment activity at GSW was overseen largely at the unit level, since the University Assessment Committee, which was active from 1998-2006, ceased operating during a chief executive officer change. In academic programs, assessment activities were conducted, although not always effectively, as a result of the Interim Fifth-Year Report that GSW submitted in March, 2010, and these assessment activities were being evaluated and plans for strengthening them were being formulated by the Director of Institutional Effectiveness and Planning (IEP), and the academic deans and program coordinators. In the areas of administrative, academic, and student support services, however, assessment activities were sometimes being conducted in a rote way, or no longer being conducted at all. Thus, the Academic and Support Unit Assessment Subcommittee began its work by conducting an inventory of assessment activities among administrative, academic, and student support services across campus during spring 2011. This audit not only contributed to the Academic and Support Unit Assessment Subcommittee’s planning, but also contributed to the SACS-COC compliance audit that was being conducted by GSW’s SACS-COC Liaison with the assistance of the IEC SACS-COC subcommittee.
The Academic and Support Unit Assessment Subcommittee’s inventory of assessment activities confirmed the need to institute a process for ongoing evaluation of assessment activities, and to simplify and standardize annual reporting mechanisms to make oversight of assessment easier to accomplish. The Academic and Support Unit Assessment Subcommittee crafted the plan for ongoing review of assessment activities, while the Director of IEP was assigned to standardize the annual reporting format. The Subcommittee also created a rubric to use for assessment review.

During the 2011-12 academic year, the Academic and Support Unit Assessment Subcommittee collected copies of existing assessment and annual reports from administrative, academic, and student support services; drafted a rubric for evaluating unit assessment plans; and piloted, albeit unsuccessfully, the use of LiveText to review and generate reports on unit assessment plans. The subcommittee decided to review plans on a three year cycle as follows:

- Year One: Academic Programs (cf. SACS-COC Comprehensive Standard 3.3.1.1)
- Year Two: Administrative Support Services; and Community, and Public Service (cf. CS 3.3.1.2 & 3.3.1.5)
- Year Three: Academic and Student Support Services; and Research (cf. CS 3.3.1.3 & 3.3.1.4)

During the 2012-13 academic year, the Academic and Support Unit Assessment Subcommittee conducted the review of Administrative Support Service units and Community and Public Service units assessment plans. The results of this review and the results of the Director of IEP’s review of academic program assessment were presented to the IEC Committee of the Whole at the annual IEC assessment day in 13 December 2012 (see IEC Assessment Subcommittee Report December 2012). The subcommittee also forwarded an Academic Program SLO Inventory Report, prepared by the Director of IEP as part of the IEC’s ongoing discussion of critical thinking assessment at the university-wide level.

Budget Planning and Assessment Task Force

When the IEC Budget Planning and Assessment Task Force was formed, GSW had a budget allocation process that began at the program level and proceeded through several layers of administration, finally arriving at the President’s Administrative Council where the decisions were made. After considering the existing process, the Budget Planning and Assessment Task Force came to the conclusion that while the existing process allowed programs to make an argument for new faculty and staff positions, and for other budget resources, it did not offer an opportunity for the faculty and staff of GSW to agree upon institutional priorities by balancing individual unit priorities against institutional mission and strategic planning priorities.

During the spring of 2011, the Budget Planning and Assessment Task Force developed a process for creating priority lists of new continuing or one-time budget allocations for both GSW’s Educational and General (E&G) and Capital budgets. The new process utilizes the existing faculty Committee on Budget and Finance to conduct hearings on funding requests and to generate priority lists to be passed onto the President’s Administrative Council. During the 2012-13 academic year, the IEC Budget Planning and Assessment Subcommittee worked with the standing Committee on Budget and Finance to implement the E&G and Capital budget allocation processes.

During the 2012-13 academic year, the IEC Budget Planning and Assessment Subcommittee conducted an assessment of the process and presented suggested improvements to the process to the IEC Committee of the Whole. In order to assess the implementation of the Strategic Budget Planning process, the IEC Budget Planning and Assessment Subcommittee drafted a brief survey that asked about the both the Education and General Budget process, and the Minor Repair and Rehabilitation Budget portion of the Capital Budget process; Major Capital Funding was excluded from the review of the 2011-12 process, since no major capital requests were made. The survey was administered to all participants in the 2011-12 process during late September 2012, and the IEC Budget Planning and Assessment Subcommittee met to consider the survey results (see pages 1 to 4 of the Budget Assessment Report) on October 2, 2012. The subcommittee also reviewed the priority lists generated by the process and the lists of funded priorities for Fiscal Years 2012 and 2013 (see pages 6 to 9 of the Budget Assessment Report). As a result of this review the subcommittee made two recommendations, that the process should start earlier in the year so that it will finish earlier and that anticipated salaries be left off the request so that the Committee on Budget and Finance deliberations will not be sidetracked by discussions of relative salaries. These recommendations and a report on the 2011-12 process were forwarded to the IEC Committee of the Whole for consideration at its October 11, 2012 meeting (see IEC Minutes for October 11, 2012). At the 18 April, 2013 meeting of the IEC, it was concluded that this task force had completed its work, and that any subsequent assessments of the budget planning process would be conducted by the Academic and Support Unit Assessment Subcommittee at three-year intervals; the next assessment is scheduled for the 2015-16 academic year.

SACSCOC Task Force

When the IEC SACSCOC Task Force was formed, GSW’s Accreditation Liaison was in the preliminary stages of planning for GSW’s Reaffirmation. The subcommittee assisted the Liaison with organizing and conducting a SACSCOC Compliance audit during spring of 2011. During the 2011-12 academic year, the task force advised GSW’s SACSCOC Liaison on the organization of the Certification Commission, and formed the QEP Topic Selection Committee on which the subcommittee members served. During the 2012-13 academic year, the task force shifted its attention to focusing a committee to plan for the On-Site Review Team’s visit in March 2014. At the 15 November 2012 IEC meeting, the SACSCOC Task Force announced the formation of an On-Site Review Planning Committee that includes the members of the task force along with other members of the GSW campus community; the On-Site Review Planning Committee will operate until after GSW's On-Site visit in March 2014 (see IEC Minutes 15 November 2012), but the SACSCOC Task Force has concluded its work.

Sources

- GSW Faculty Handbook 2013-2014 (Page 169)
- GSW IEC Organizational Chart
Oversees the work of subcommittees and task forces.
Reviews reports of subcommittees and task forces
Considered reconfiguring its subcommittee structure by revision of university statute (See...
Oversees the drafting of the institutional strategic plan
Examines unit assessment results with an eye to institution
Faculty Senate did not pass recommendation to the General Faculty (see...
Established an assessment day for the IEC to considered university wide
Lengthened the strategic planning cycle from five to seven years (see...
Reviewed Interim Assessment of 2008
Formalized recommendations from 13 December 2012 (See...
Elected Chair and Secretary
Peer reviews unit assessment plans and results for process improvement
Identified areas of concern for improvement

13 December 2012
President...
2.6

Continuous Operation
The institution is in operation and has students enrolled in degree programs.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University began operating in 1906 as the Third District Agricultural and Mechanical School. In 1926, the institution became the Third District Agricultural and Normal School, when it was granted a charter to offer two-year college degrees. In 1932, the institution became part of the University System of Georgia (USG), continuing its two-year curriculum, and becoming Georgia Southwestern College. In 1964, Georgia Southwestern College was authorized to begin offering four-year degrees, and in 1996, the institution was renamed Georgia Southwestern State University. As of August 26, 2013, GSW enrolled 2911 students in 25 degree programs. See list of degrees and enrollees below (see also GSW Fall Enrollment by Major 2013).

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) Dramatic Arts</td>
<td>31</td>
</tr>
<tr>
<td>BA in English</td>
<td>47</td>
</tr>
<tr>
<td>BA in History</td>
<td>60</td>
</tr>
<tr>
<td>BA in Music</td>
<td>27</td>
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<tr>
<td>BA in Psychology</td>
<td>30</td>
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<tr>
<td>BA in Visual Arts</td>
<td>19</td>
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<tr>
<td>Bachelor of Business Administration</td>
<td>802</td>
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<tr>
<td>Bachelor of Fine Arts in Visual Arts</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
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<tr>
<td>BS in Chemistry</td>
<td>37</td>
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<tr>
<td>BS in Computer Science</td>
<td>68</td>
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<tr>
<td>BS in Geology</td>
<td>12</td>
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<tr>
<td>BS in Information Technology</td>
<td>63</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>19</td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>454</td>
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<tr>
<td>BS in Political Science</td>
<td>31</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>118</td>
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<tr>
<td>BS in Sociology</td>
<td>50</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>475</td>
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<tr>
<td>Transfer Programs with Georgia Institute of Technology</td>
<td>43</td>
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<tr>
<td>Undergraduate Undeclared and Non-Degree</td>
<td>246</td>
</tr>
<tr>
<td><strong>Undergraduate Total</strong></td>
<td><strong>2769</strong></td>
</tr>
<tr>
<td>Master of Arts in English/Critical Literacy</td>
<td>8</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>48</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>28</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>13</td>
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<tr>
<td>Master of Education</td>
<td>45</td>
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<tr>
<td>Education Specialist</td>
<td>0</td>
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<tr>
<td><strong>Graduate Total</strong></td>
<td><strong>142</strong></td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>2911</strong></td>
</tr>
</tbody>
</table>

Sources (In Order of Appearance)

--- GSW Fall Enrollment by Major August 26 2013
2.7.1

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All undergraduate baccalaureate degrees at Georgia Southwestern State University (GSW) require at least 120 semester credit hours, and all graduate degrees at GSW require at least 30 semester hours. GSW offers no degree programs at the associate level.

GSW currently offers 35 majors at the baccalaureate level. Each of these programs requires completion of at least 120 semester hours of academic credit and completion of three physical education courses and an orientation course that do not count in the 120 hour total.

<table>
<thead>
<tr>
<th>Degree (linked to 2014-15 Curriculum Sheet)</th>
<th>Number of Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) in Art</td>
<td>120</td>
</tr>
<tr>
<td>BA in Dramatic Arts Performance Track</td>
<td>120</td>
</tr>
<tr>
<td>BA in Dramatic Arts Comm and Media Arts Track</td>
<td>120</td>
</tr>
<tr>
<td>BA in Dramatic Arts Tech Track</td>
<td>120</td>
</tr>
<tr>
<td>BA in English (Literature and Professional Writing Tracks)</td>
<td>120</td>
</tr>
<tr>
<td>BA in English with Teacher Certification</td>
<td>124</td>
</tr>
<tr>
<td>BA in History</td>
<td>120</td>
</tr>
<tr>
<td>BA in History with Teacher Certification</td>
<td>125</td>
</tr>
<tr>
<td>BA in Music</td>
<td>120</td>
</tr>
<tr>
<td>BA in Music with Teacher Certification</td>
<td>132</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration (BBA) Accounting</td>
<td>120</td>
</tr>
<tr>
<td>BBA Human Resource Management</td>
<td>120</td>
</tr>
<tr>
<td>BBA Management</td>
<td>120</td>
</tr>
<tr>
<td>BBA Marketing</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Art</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>120</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>120</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>120</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>120</td>
</tr>
<tr>
<td>BS in Information Technology Business Track</td>
<td>120</td>
</tr>
<tr>
<td>BS in Information Technology Multi-Media Track</td>
<td>120</td>
</tr>
<tr>
<td>BS in Information Technology (Web Consortium)</td>
<td>120</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>120</td>
</tr>
<tr>
<td>BS in Mathematics Financial Engineering Track</td>
<td>120</td>
</tr>
<tr>
<td>BS in Mathematics Computational Science Track</td>
<td>120</td>
</tr>
<tr>
<td>BS in Mathematics with Teacher Certification</td>
<td>127</td>
</tr>
<tr>
<td>BS in Nursing (Traditional Track)</td>
<td>122</td>
</tr>
<tr>
<td>BS in Nursing (Second Degree Track)</td>
<td>122</td>
</tr>
<tr>
<td>BS in Nursing (LPN to RN)</td>
<td>121</td>
</tr>
<tr>
<td>BS in Nursing (RN to BSN)</td>
<td>122</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>120</td>
</tr>
<tr>
<td>BS in Political Science with Teacher Certification</td>
<td>125</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>120</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Education (BEd) Early Childhood Education</td>
<td>122</td>
</tr>
<tr>
<td>BEd Exercise Science</td>
<td>120</td>
</tr>
<tr>
<td>BEd Health and Physical Education</td>
<td>120</td>
</tr>
<tr>
<td>BEd Middle Grades Education</td>
<td>120</td>
</tr>
<tr>
<td>BEd Special Education</td>
<td>120</td>
</tr>
</tbody>
</table>

Seven undergraduate degrees require more than 120 hours for completion. These degrees have all been reviewed by both GSW's academic approval process and the University System of Georgia's approval process. In the cases of the programs leading to teacher certification, the additional hours result from requirements of the Georgia Public Standards Commission, which oversees teacher certification in the State of Georgia. The additional hours in the BS in Nursing program result from licensure requirements of the Georgia Board of Nursing.
Dual Degree Program with Georgia Institute of Technology (GIT)

GSW collaborates with GIT on a program in which students begin their degree at GSW and eventually transfer to GIT. If the candidates complete all the required courses at both GSW and GIT, they receive a degree from both institutions. A student participating in this program would have approximately three years of coursework at GSW and approximately two years at GIT. The specific degree tracks range from 138 credit hours to 150 credit hours, and award the student a Bachelor of Science Degree from GSW and a Bachelor of Science in Engineering Degree from GIT. The table below shows the degrees awarded by GSW and GIT, as well as the number of credit hours earned through instruction at each institution. Curriculum Sheets for each program track are linked to the total number of hours for the track in the table.

<table>
<thead>
<tr>
<th>GSW Degree</th>
<th>GSW Credit Hours</th>
<th>GIT Degree</th>
<th>GIT Credit Hours</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Biology</td>
<td>86</td>
<td>BS in Biomedical Engng</td>
<td>52</td>
<td>138 BS Biology Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>91</td>
<td>BS in Chemical Engng</td>
<td>52</td>
<td>143 BS Chemistry Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS in Computer Sct</td>
<td>96</td>
<td>BS in Computer Engng</td>
<td>52</td>
<td>148 BS Computer Science Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>94</td>
<td>BS in Aerospace Engng</td>
<td>46</td>
<td>138 BS Mathematics DD Curriculum Aerospace Track</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Civil Engng</td>
<td>53</td>
<td>150 BS Mathematics DD Curriculum Civil Track</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Electrical Engng</td>
<td>53</td>
<td>150 BS Mathematics DD Curriculum Electrical Track</td>
</tr>
</tbody>
</table>

GSW currently offers five (5) Master's degree programs and one (1) Specialist degree program. In the table below, each graduate degree program and the required number of graduate semester hours for completion is listed. Complete requirements for each program can be found on the curriculum sheets linked in the table below.

<table>
<thead>
<tr>
<th>Graduate Program</th>
<th>Semester Hour Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA English/Critical Literacy</td>
<td>36 MA English-Critical Literacy Curriculum</td>
</tr>
<tr>
<td>MBA Business Administration</td>
<td>30 MBA Curriculum</td>
</tr>
<tr>
<td>MS Computer Science</td>
<td>30 MS Computer Science Curriculum</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>36-38 MS Nursing</td>
</tr>
<tr>
<td>MEd Early Childhood Track</td>
<td>33 MEd Curriculum Early Childhood Track</td>
</tr>
<tr>
<td>MEd Middle Grades LA Track</td>
<td>33 MEd Curriculum MG LA Track</td>
</tr>
<tr>
<td>MEd Middle Grades MATH Track</td>
<td>33 MEd Curriculum MG MATH Track</td>
</tr>
<tr>
<td>EDS</td>
<td>Currently Inactive until Summer 2014</td>
</tr>
</tbody>
</table>

All degrees at GSW conform to the Georgia Board of Regents (BoR) policy on program length (see BoR Policy Manual section 3.8). As required, the MS in Nursing was approved by the Georgia Board of Regents to exceed 36 semester at its meeting in November 2011 (see BoR Minutes).

**Sources** (In Order of Appearance)

- BA Visual Arts Curriculum
- BA Dramatic Arts Curriculum Performance Track
- BA Dramatic Arts Curriculum Comm-Media Arts Track
- BA Dramatic Arts Curriculum Tech Track
- BA English Curriculum
- BA English Curriculum Teacher Cert Track
- BA History Curriculum
- BA History Curriculum Teacher Cert Track
- BA Music Curriculum
- BA Music Curriculum Teacher Cert Track
- BA Psychology Curriculum
- BBA Curriculum Accounting Track
- BBA Curriculum HR Management Track
2.7.2

Program Content
The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment
☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) offers coherent programs of study that are compatible with its stated mission as "a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master’s and specialist degree programs" (see GSW Mission Statement).

The coherence and appropriateness of each degree program has been ensured, since each program has been through both the GSW academic approval process and the University System of Georgia (USG) academic approval process. In addition, the programs of the School of Education, the School of Business Administration, and the School of Nursing are accredited by the National Council for Accreditation of Teacher Education, the Association to Advance Collegiate Schools of Business, and National League for Nursing Accrediting Commission, respectively. Programs in the College of Arts and Sciences, and the School of Computing and Mathematics also undergo external review during the Comprehensive Program Review process, which includes a curriculum review component (see description of Comprehensive Program Review process pages 9-11).

Each undergraduate degree program at GSW has a coherent structure that is comparable with common practice in higher education, as well as compliant with the requirements of the USG. Sixty semester hours of each degree program consist of general education requirements at the lower division level, courses with 1000 and 2000 course numbers. Forty-two of these hours are distributed among five core areas, including humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics, as well as courses in communication/quantitative skills and information literacy/cultural knowledge. The other eighteen hours include introductory courses related to the major also at the 1000 and 2000 level; many of these courses are in the major discipline, but some are also in related disciplines or in foreign language. The balance of each program is devoted to major course requirements and electives at the 3000 and 4000 level, and, depending upon discipline, minor course requirements or electives. This coherent structure is readily identifiable on the curriculum sheet for each undergraduate program on which the general education requirements are found on the left side of the sheet and the major, minor, and elective requirements on the right (see list of undergraduate degree programs with links to curriculum sheets below).

- Bachelor of Arts (BA) in Art
  - Performance Emphasis
  - Communication and Media Arts Emphasis
  - Theater Design and Technology Emphasis
- BA in English
- BA in English with Teacher Certification
- BA in History
- BA in History with Teacher Certification
- BA in Music
- BA in Music with Teacher Certification
- BA in Psychology
- Bachelor of Business Administration (BBA) Tracks
  - Accounting
  - Accounting Online
  - Human Resource Management
  - Management
  - Management Online
  - Marketing
  - Natural Resource Management
  - Bachelor of Fine Arts in Art
  - Bachelor of Science (BS) in Biology
  - BS in Biology Dual Degree Option
  - BS in Chemistry
  - BS in Chemistry Dual Degree Option
  - BS in Computer Science
  - BS in Computer Science Dual Degree Option
  - BS in Geology
  - BS in Information Technology--Business Option
  - BS in Information Technology--Multi-Media Option
  - Web BSIT
- BS in Mathematics Tracks
  - Mathematics
  - Computational Science Option
Certificate and minor programs follow the same pattern as major requirements without a general education component by including required introductory courses, and electives. Certificate programs draw from courses in multiple disciplines related to a common concept, such as women's or global studies, while minors draw the majority of courses from a single discipline (see list of undergraduate certificate and minor programs with links to curriculum sheets below). Both minor and certificate programs fulfill the minor requirement for BA degrees.

- Certificates
  - Caregiving Issues and Management
  - Criminal Justice
  - European Union Studies
  - Global Studies
  - Professional Golf Management
  - Women's Studies
- Minors
- Biology
- Business Minors
  - Accounting
  - Accounting for Computer Science
  - Human Resource Management
  - Human Resource Management for Computer Science
  - Management
  - Marketing
  - Marketing for Computer Science
  - Chemistry
  - Computer Science
- Dramatic Arts
- Education
- English
- Geology
- History
- Mathematics
- Music
- Political Science
- Psychology
- Sociology
- Spanish

Each graduate degree program at GSW has a coherent structure, as well, that is comparable to common practice in graduate higher education, and compliant with the requirements of the USG. Each program consists of number of required courses that are designed to acquaint students with the literature of the academic discipline, and with the research or professional practice of the discipline. The balance of each program consists of electives that include practicum, internship, and thesis options (see list of graduate degree programs with links to curriculum sheets below).

- Master of Arts in English
- Master in Business Administration
- Master in Education in Early Childhood Education
- Master in Education in Middle Grades Education Language Arts Option
All academic programs at whatever level focus on excellence in learning and teaching designed to encourage the intellectual growth of the students who complete the program. In addition, all academic programs offer co-curricular activities and advising that encourage the personal and social growth of the students in the program (see GSW Mission Statement).

Sources (In Order of Appearance)

- GSW Current Mission Statement
- GSW CPR Process 2011 - (Page 9)
- BA Visual Arts Curriculum
- BA Dramatic Arts Curriculum Performance Track
- BA Dramatic Arts Curriculum Comm-Media Arts Track
- BA Dramatic Arts Curriculum Tech Track
- BA English Curriculum
- BA English Curriculum Teacher Cert Track
- BA History Curriculum
- BA History Curriculum Teacher Cert Track
- BA Music Curriculum
- BA Music Curriculum Teacher Cert Track
- BA Psychology Curriculum
- BBA Curriculum Accounting Track
- BBA Curriculum Accounting Track OL
- BBA Curriculum HR Management Track
- BBA Curriculum Management Track
- BBA Curriculum Management Track OL
- BBA Curriculum Marketing Track
- BBA Curriculum Natural resource Management Track
- BFA Visual Arts Curriculum
- BS Biology Curriculum
- BS Biology Dual Degree Curriculum
- BS Chemistry Curriculum
- BS Chemistry Dual Degree Curriculum
- BS Computer Science Curriculum
- BS Computer Science Dual Degree Curriculum
- BS Geology Curriculum
- BS Information Technology Curriculum Business Track
- BS Information Technology Curriculum Multi-Media Track
- BS Information Technology Curriculum Web Track
- BS Mathematics Curriculum
- BS Mathematics Curriculum Computational Science Track
- BS Mathematics Curriculum Financial Engineering Track
- BS Mathematics Curriculum Teacher Cert Track
- BS Mathematics DD Curriculum Aerospace Track
- BS Mathematics DD Curriculum Civil Track
- BS Mathematics DD Curriculum Electrical Track
- BS Mathematics DD Curriculum Mechanical Track
- BS Nursing Curriculum Traditional Track
- BS Nursing Curriculum 2nd Degree Track
- BS Nursing Curriculum LPN to RN Track
- BS Nursing Curriculum RN to BSN Track
- BS Political Science Curriculum
- BS Political Science Curriculum Teacher Cert Track
2.7.3

General Education

In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment
☑️ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Narrative: As noted in Core Requirement 2.7.2, every undergraduate degree program offered by Georgia Southwestern State University (GSW) includes a general education requirement, referred to in the University System of Georgia (USG) as the Core Curriculum, since this curriculum provides the foundation upon which all undergraduate degree programs are built. The Core represents a minimum of 60 credit semester hours, 42 of which are general education courses designed to ensure a breadth of knowledge and 18 of which, known as area F, are lower division courses (1000-2000 level) related to the major program (see table below and GSW Core-General Ed Curriculum). The Core is comprised of six general areas that cohere as a result of Area outcomes connected by the threads of communication of factual and conceptual knowledge and application of knowledge to problem solving. Area A1 ensures that students have basic skills in communication that are further cultivated in Areas C (Humanities, Fine Arts, and Ethics: six semester hours) and E (Social Sciences: 12 semester hours), where the outcomes state that students will be able to articulate factual and conceptual knowledge concerning literature and the performing arts, and historical and societal dynamics, respectively. Area A2 ensures that students have basic problem-solving skills that are further cultivated in Areas B (Information and Cultural Literacy: 4-5 semester hours) and D (Natural Sciences, Mathematics, and Technology: 10-11 semester hours), where the outcomes state that students will be able to evaluate information critically, as well as understand cultural differences, and interpret symbolic representations of data, as well as evaluate the relationship between observation and inference in the natural world (see GSW RAIN Core Curriculum Page and GSW Undergraduate Bulletin pp.91-97).

<table>
<thead>
<tr>
<th>GSW Core Curriculum for Undergraduate Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Area A1

This area of the Core Curriculum consists of two sequential courses (ENGL 1101 Composition I and ENGL 1102 Composition II) that develop students’ skills in written communication and general research. All students must earn a C or better in both Area A1 classes.

Area A2

This area of the Core Curriculum requires one course for which there are four options: MATH 1101 Introduction to Math Modeling, MATH 1111 College Algebra, MATH 1113 Pre-Calculus, and MATH 1120 Calculus I. Students’ options depend upon what major degree they are pursuing. In general, MATH 1113 Pre-Calculus is required in Area A2 for mathematics and science degree programs, and MATH 1120 Calculus I is an option for students who place out of pre-calc. MATH 1111 College Algebra is required Core Area A2 course for most other degree programs, although MATH 1101 Introduction to Math Modeling is accepted by some degree programs. Curriculum sheets for each degree program clearly state which Area A2 options satisfy the degree’s Core curriculum requirements.

Programs accepting MATH 1101 Introduction to Math Modeling to meet Core Area A2 requirements are:

- All Business programs (BBA)
- Nursing program (BSN)
- All BA programs
- BFA program
• BS in Political Science, Psychology, Sociology
• BSEd in Special Education

Programs that do not accept MATH 1101 Introduction to Math Modeling to meet Core Area A2 requirements are:

• BSEd in Early Childhood Education, Health and Physical Education, and Middle Grades Education
• BS in Biology, Chemistry, Geology
• Dual Degree engineering programs
• BS in Mathematics
• BS in Mathematics with Teaching Certification
• BS in Computer Science
• BS in Information Technology
• WebBSIT

All students on a 2011-2012 curriculum sheet or later must earn a C or better for all core Area A2 courses. This includes those who changed majors during the 2011-2012 academic year.

Area B

This area of the Core Curriculum requires two courses, for which there are nine options. The courses include LIBR 1101 Foundations of Information Literacy, CIS 1000 Computer Applications, SOSC 1101 The World and Its People, THEA 1110 Performance Skills for Business and Professions, WNST 2001 Introduction to Women's Studies, COMM 1110 Fundamentals of Speech, ENGL 2200 Introduction to Professional Writing, POLS 2401 Introduction to Global Issues, and 2000-level Foreign Language classes (see CHIN 2000, CHIN 2001, CHIN 2002, SPAN 2001, and SPAN 2002). Students must complete at least four (4) semester credit hours of courses from this list, but non-science degree candidates, who complete only ten (10) hours in Area D, must complete five (5) hours in Area B.

Area C

This area of the Core Curriculum consists of two options in Humanities and Fine Arts totaling six semester hours. The first option allows students to choose one of three literature survey courses: ENGL 2110 World Literature, ENGL 2120 British Literature, or ENGL 2130 American Literature. ENGL 1102 Composition II is a prerequisite for all three of these courses. The second option allows students to choose one of three appreciation courses: ARTC 1100 Art Appreciation, MUSC 1100 Music Appreciation, or THEA 1100 Theater Appreciation. There are no prerequisites for the appreciation courses.

Area D

This area of the Core Curriculum consists of three courses for a minimum of 10 semester hours with at least one lab science course. If a student takes two lab courses, he or she will accrue 11 hours in Area D, and take correspondingly fewer hours in Area B. Many science courses can be taken without the associated lab section (i.e. CHEM 1211 can be taken without CHEM 1211L), while some science courses have integrated labs (i.e. PHYS 1111).

Most Science majors are required to take a lab science sequence (BIOL 1107/1107L Essentials of Biology I and BIOL 1108/1108L Essentials of Biology II; or BIOL 2107 Principles of Biology I and BIOL 2108 Principles of Biology II; or CHEM 1211/1211L Principles of Chemistry I and CHEM 1212/1212L Principles of Chemistry II; or GEOL 1112 Earth History and Global Change; or PHYS 1111 Introduction to Physics I and PHYS 1112 Introduction to Physics II; or PHYS 2211 Principles of Physics I and PHYS 2212 Principles of Physics II). In addition to that lab sequence course, science majors must take one additional science (lab or non-lab) or math course to fulfill the 10 hour minimum. This additional course may be one of those mentioned above (List A) or another science course from List B or C (see below).

Non-science majors need take only a single lab science course, not a sequence, from the introductory science courses (List A). They must also take another non-lab (or lab) science course from list A or B and one more non-lab (or lab) course from list A, B, or C.

List A: BIOL 1107/1107L Essentials of Biology I; BIOL 1108/1108L Essentials of Biology II; BIOL 2107 Principles of Biology I; BIOL 2108 Principles of Biology II; CHEM 1211/1211L Principles of Chemistry I; CHEM 1212/1212L Principles of Chemistry II; GEOL 1112 Earth History and Global Change; PHYS 1111 Introduction to Physics I; PHYS 1112 Introduction to Physics II; PHYS 2211 Principles of Physics I; and PHYS 2212 Principles of Physics II

List B: BIOL 1107 Essentials of Biology I; BIOL 1108 Essentials of Biology II; BIOL 1500 Applied Botany; CHEM 1020 Everyday Chemistry; CHEM 1211 Principles of Chemistry I; CHEM 1212 Principles of Chemistry II; ENVS 1100 Introduction to Environmental Science; GEOL 1142 Geology of Georgia; GEOL 1211 Earth’s Evolving Environment; GEOL 1221 Solar System Exploration; PHYS 1221 Solar System Astronomy; and PHYS 1222 Stellar Astronomy

List C: CIS 2000 Desktop Publishing and Multimedia; CIS 2100 Computer Interfacing and Configuration; CSCI 2100 Assembly Language Programming; CSCI 2500 Discrete Structures; MATH 1113 Pre-Calculus; MATH 1120 Calculus I; MATH 2204 Elementary Statistics; and PSYC 1102 Psychology as a Natural Science

Most of these courses do not have prerequisites except that the second course in a sequence requires credit in the first course in the sequence, i.e., GEOL 1122 requires credit in GEOL 1121. Additional course prerequisites are:
• CHEM 1211 Principles of Chemistry I requires credit in MATH 1111 College Algebra or placement into MATH 1113 Pre-Calculus or above.
• GEOL 1142 Geology of Georgia requires (a COMPASS Reading score of 80 or SAT Verbal score of 430) and GEOL 1121.
• PHYS 1111 Introduction to Physics I requires credit in MATH 1113 Pre-Calculus or above.
• PHYS 2211 Principles of Physics I requires credit in MATH 1120 Calculus I.
• CIS 2000 Computer Interfacing & Configuration requires credit in CIS 1000 Computer Applications.
• CSCI 2500 Discrete Structures requires credit in MATH 1113 Pre-Calculus.
• MATH 2204 Elementary Statistics requires credit in MATH 1111 College Algebra or MATH 1113 Pre-Calculus.

Information on the requirements to satisfy Area D is available on a non-restricted area of RAIN and is also incorporated into the individual curriculum sheets. Information on prerequisites for specific courses is found in the Undergraduate Course Descriptions found in the Undergraduate Bulletin.

Area E

This area of the Core Curriculum consists of one course POLS 1101 American Government and three options in the social sciences totaling twelve (12) semester hours. The first option allows students to choose one of two world history survey courses: HIST 1111 World Civilization I or HIST 1112 World Civilization II. The second option allows students to choose one of two American history survey courses: HIST 2111 United States History I or HIST 2112 United States History II. The third option allows students to choose one of four survey-level social studies courses: ECON 2105 Principles of Macroeconomics, PSYC 1101 Introduction to Psychology, SOCI 1101 Introduction to Sociology, or an additional course from option one, HIST 1111/HIST 1112. Students are not required to take the world history courses in sequence. A minimum grade of “C” required in Area E classes for BA in History, BA in History w/Teaching Certification, and BS in Political Science majors.

Area F

This area of the Core Curriculum consists of at least eighteen (18) semester hours of lower division courses required by the degree program or courses that are prerequisites to major courses at higher levels. While many of the courses may be 1000 or 2000 level courses in the major, others may be 1000 or 2000 level courses in related areas. For instance, BA degree programs generally have foreign language requirements in Area F, and BS programs in the sciences generally have mathematics or related science requirements in Area F. Links to sample curriculum sheets from each type of undergraduate degree offered at GSW are provided in the table below to illustrate the make-up of Area F, which is highlighted in the samples.

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Sample Curriculum Sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>BA Dramatic Arts Tech Track</td>
</tr>
<tr>
<td></td>
<td>BA English Curriculum Teacher Cert Track</td>
</tr>
<tr>
<td></td>
<td>BA Music Curriculum</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>BBA Curriculum Accounting Track</td>
</tr>
<tr>
<td></td>
<td>BBA Curriculum Management Track OL</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>BFA Visual Arts Curriculum</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>BS Biology Curriculum</td>
</tr>
<tr>
<td></td>
<td>BS Computer Science</td>
</tr>
<tr>
<td></td>
<td>Web BSI Curriculum</td>
</tr>
<tr>
<td></td>
<td>BS Nursing Curriculum Traditional Track</td>
</tr>
<tr>
<td></td>
<td>BS Political Science Curriculum Teacher Cert Track</td>
</tr>
<tr>
<td></td>
<td>BSED Curriculum Special Ed Track</td>
</tr>
</tbody>
</table>

USG Core Curriculum Policy

The Core Curriculum for undergraduate degree programs at GSW is designed to comply with USG policy and to provide a general education component for all undergraduate degree programs consistent with other USG institutions and national standards. In October 2009 the USG adopted a new policy that mandated all component institutions have a Core Curriculum that includes general education learning outcomes and a plan for assessment of those outcomes. The requirements of the USG policy are explicitly aligned with SACS Core Requirement 2.7.3 and Comprehensive Standard 3.5.1 (see also GSW Undergraduate Bulletin pp. 90-91).

To ensure compliance with USG policy, GSW conducted a thorough review of the Core Curriculum from Spring 2010 through Spring 2011. Review of all areas of the Core Curriculum was conducted by a faculty committee chaired by the interim Dean of the College of Arts and Sciences (reference faculty roster/charge). All proposed changes to curriculum were approved by the faculty and administration through GSW’s committee structure before submission to the USG General Education Council for review and approval as college-level outcomes. During the revision process, the GSW Core Curriculum was evaluated for consistency with other USG institutions. The faculty committee also developed as part of this process collegiate-level learning outcomes for each component of the Core Curriculum. The GSW Core Curriculum including general education learning outcomes was approved by the USG General Education Council 15 April 2011.

Sources (In Order of Appearance)

- BoR Policy Manual 3.3.1 Core Curriculum
- General Ed-Core Curriculum
- GSW RAIN Core Curriculum Page
- GSW UG Bulletin 2013-14 (Page 91)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>ENGL 1101</td>
<td>Composition I Course Outline</td>
<td>2013</td>
</tr>
<tr>
<td>ENGL 1102</td>
<td>Composition II Course Outline</td>
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<tr>
<td>MATH 1101</td>
<td>Course Outline</td>
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<tr>
<td>MATH 1111</td>
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<td>MATH 1113</td>
<td>Course Outline</td>
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<td>LIBR1101</td>
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<td>CHIN 2001</td>
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<td>CIS 2100</td>
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<td>PSYC 1102</td>
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</tr>
<tr>
<td>POLS 1101</td>
<td>Course Outline</td>
<td></td>
</tr>
</tbody>
</table>
## 2.7.4

### Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, “Core Requirement 2.7.4: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification. The document can be found at http://www.sacscoc.org/policies.asp.)

#### Judgment

- ☑ Compliance
- □ Partial Compliance
- □ Non-Compliance
- □ Not Applicable

#### Narrative

Georgia Southwestern State University (GSW) awards degrees at the Bachelor, Master, and Specialist levels and provides all coursework for the great majority of degrees at all levels.

At the Bachelor level, GSW provides all coursework for every degree it offers. See table below that contains links to both the curriculum sheets for all degree programs and lists of all courses offered in each program during the last two academic years. Curriculum sheets for the Dual Degree with GIT have not been included, since GSW does provide all coursework for this program.

<table>
<thead>
<tr>
<th>Unit-Program</th>
<th>Curriculum Sheet(s)</th>
<th>List of Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences/Computing &amp; Mathematics</td>
<td>General Ed-Core Curriculum</td>
<td>GSW Core Courses Offered P2011 SP2103</td>
</tr>
<tr>
<td>Biology</td>
<td>BS Biology Curriculum</td>
<td>BIOL Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td>Business</td>
<td>BBA Curriculum Accounting Track</td>
<td>Business Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BBA Curriculum HR Management Track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA Curriculum Management Track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA Curriculum Marketing Track</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>BS Chemistry Curriculum</td>
<td>CHEM Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td>Computer Science</td>
<td>BS Computer Science Curriculum</td>
<td>CS &amp; IT Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BS Information Technology Curriculum Business Track</td>
<td>Business Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BS Information Technology Curriculum Multi-Media Track</td>
<td></td>
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<tr>
<td>Education</td>
<td>BSED Curriculum Early Childhood Track</td>
<td>Education Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BSED Curriculum Exercise Science Track</td>
<td></td>
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<tr>
<td></td>
<td>BSED Curriculum Health &amp; PE Track</td>
<td></td>
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<tr>
<td></td>
<td>BSED Curriculum Middle Grades Track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSED Curriculum Special Ed Track</td>
<td></td>
</tr>
<tr>
<td>English and Modern Languages</td>
<td>BA English Curriculum</td>
<td>ENGL &amp; ML Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BA English Curriculum Teacher Cert Track</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>BS Geology Curriculum</td>
<td>GEOI Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td>History</td>
<td>BA History Curriculum</td>
<td>HIST Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BA History Curriculum Teacher Cert Track</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>BS Mathematics Curriculum</td>
<td>MATH Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
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<td>BS Mathematics Curriculum Teacher Cert Track</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>BA Music Curriculum</td>
<td>MUSC Courses Fall 2011 to Spring 2013</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>BS Nursing Curriculum Traditional Track</td>
<td>NURS Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BS Nursing Curriculum 2nd Degree Track</td>
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<tr>
<td></td>
<td>BS Nursing Curriculum LPN to RN Track</td>
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<td></td>
<td>BS Nursing Curriculum RN to BSN Track</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>BS Political Science Curriculum</td>
<td>POLS Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td>Psychology</td>
<td>BA Psychology Curriculum</td>
<td>PSYC Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td></td>
<td>BS Psychology Curriculum</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>BS Sociology Curriculum</td>
<td>SOCI Courses Fall 2011 to Spring 2013</td>
</tr>
<tr>
<td>Theater, Communications, and Media Arts</td>
<td>BA Dramatic Arts Curriculum Tech Track</td>
<td>DART Courses Fall 2011 to Spring 2013</td>
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<tr>
<td></td>
<td>BA Dramatic Arts Curriculum Comm-Media Arts Track</td>
<td></td>
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<tr>
<td></td>
<td>BA Dramatic Arts Curriculum Performance Track</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>BA Visual Arts Curriculum</td>
<td>VART Courses Fall 2011 to Spring 2013</td>
</tr>
</tbody>
</table>

At the Master level, GSW provides all coursework for the Master of Arts in English-Critical Literacy, the Master of Business Administration, the Master of Education, the Master of Science in Computer Science, and the Education Specialist. See table below that contains links to both the curriculum sheets for all degree programs, and the lists of all courses offered in each program during the last two academic years. Note that the curriculum sheets for the MED and the EDS are for 2012-13, since the MED program implemented a revised curriculum in Summer 2013, and the EDS will do so in Summer 2014 after a year’s hiatus.
<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Curriculum Sheet</th>
<th>List of Courses Offered</th>
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<tbody>
<tr>
<td>Master of Arts in English-Critical Literacy</td>
<td>MA English-Critical Literacy Curriculum</td>
<td>Grad English Courses Offered F2011-Sp2013</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>MBA Curriculum</td>
<td>MBA Courses Offered F2011-Sp2013</td>
</tr>
<tr>
<td>Master of Education</td>
<td>MED Curriculum 2012-13</td>
<td>Grad Education Courses Offered F2011-Sp2013</td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
<td>MS Computer Science Curriculum</td>
<td>Grad CS &amp; IT Courses Offered F2011-Sp2013</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>EDS Curriculum 2012-13</td>
<td>Grad Education Courses Offered F2011-Sp2013</td>
</tr>
</tbody>
</table>

At the present time, GSW does not offer all coursework for any of its online degree programs, since not all the Core curriculum is available online from the institution. However, the institution plans to rejoin the University System of Georgia’s (USG) eCore during the 2013-14 academic year in order to provide access to the entire Core curriculum online.

Sources (in Order of Appearance)

- General Ed-Core Curriculum
- GSW Core Courses Offered F2011-SP2103
- BS Biology Curriculum
- BIOL Courses Fall 2011 to Spring 2013
- BBA Curriculum Accounting Track
- Business Courses Fall 2011 to Spring 2013
- BBA Curriculum HR Management Track
- BBA Curriculum Management Track
- BBA Curriculum Marketing Track
- BS Chemistry Curriculum
- CHEM Courses Fall 2011 to Spring 2013
- BS Computer Science Curriculum
- CS & IT Courses Fall 2011 to Spring 2013
- BS Information Technology Curriculum Business Track
- BS Information Technology Curriculum Multi-Media Track
- BSED Curriculum Early Childhood Track
- Education Courses Fall 2011 to Spring 2013
- BSED Curriculum Exercise Science Track
- BSED Curriculum Health & PE Track
- BSED Curriculum Middle Grades Track
- BSED Curriculum Special Ed Track
- BA English Curriculum
- ENGL & ML Courses Fall 2011 to Spring 2013
- BA English Curriculum Teacher Cert Track
- BS Geology Curriculum
- GEOG Courses Fall 2011 to Spring 2013
- BA History Curriculum
- HIST Courses Fall 2011 to Spring 2013
- BA History Curriculum Teacher Cert Track
- BS Mathematics Curriculum
- MATH Courses Fall 2011 to Spring 2013
- BS Mathematics Curriculum Teacher Cert Track
- BA Music Curriculum
- MUSC Courses Fall 2011 to Spring 2013
- BA Music Curriculum Teacher Cert Track
- BS Nursing Curriculum Traditional Track
- NURS Courses Fall 2011 to Spring 2013
- BS Nursing Curriculum 2nd Degree Track
- BS Nursing Curriculum LPN to RN Track
- BS Nursing Curriculum RN to BSN Track
- BS Political Science Curriculum
- POLS Courses Fall 2011 to Spring 2013
- BA Psychology Curriculum
- PSYC Courses Fall 2011 to Spring 2013
- BS Psychology Curriculum
<table>
<thead>
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<th>Course</th>
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<tr>
<td>BS Sociology Curriculum</td>
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<td>BA Dramatic Arts Curriculum Tech Track</td>
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Faculty
The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Judgment
☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) has an adequate number of full-time faculty “to support the mission of the institution and to ensure the quality and integrity of its academic programs.” The number of full-time faculty at GSW adequately supports the cultivation of teaching and learning not only facilitating learning in classes, but overseeing and assessing the curriculum.

Definition of Full-Time Faculty
Article IV Section Eight of GSW's University Statutes makes the following statements on individual faculty members:

The primary responsibility of the corps of instruction faculty is to teach and, in doing this, to assist students in the acquisitions of skills, attitudes, and understanding relevant to course objectives. Each instructor is responsible for the quality and content of instruction in his or her classroom and for the evaluation of student academic performance relative to course objectives.

The faculty member also plays an essential role in university life outside the classroom through academic advisement, service on individual or departmental committees, and supervision of student activities.

The faculty member is also expected to be a professional in his or her own discipline, to stay abreast of current developments, and to be professionally active and productive by whatever means are pertinent to this discipline (i.e., conferences, performances, publications, etc.).

Section II of GSW’s Faculty Handbook defines "Faculty Work Load" for full-time tenure track faculty in more quantitative, operational terms:

Full-time faculty workload shall be considered the equivalent of a forty-hour work week and shall consist of teaching load, office hours, service, and scholarship. In accordance with Regents Policy 301, the normal teaching load for faculty will be 12 semester credit hours per week.
Variations to the requirement above are possible. Academic deans and department chairs responsible for scheduling courses and assigning faculty loads must ensure that sufficient courses are scheduled to meet student needs and that faculty are assigned to staff those courses. Deans and chairs are also responsible for understanding the relationship of student loads and semester credit hours generated within the University System funding formula. With these factors in mind, academic deans and department chairs may adjust work loads as follows:

1. Faculty members who teach courses requiring laboratory or studio work may be assigned a course load based on 12 student contact hours per week.
2. Physical Education activity courses may be considered in the load for appropriate faculty on a 12 hour per week contact basis.
3. Nine semester credit hours of only graduate courses may be considered a full load.
4. Release time may be granted for professional activity such as:
   - Administrative responsibilities
   - Research
   - Grant proposal writing
   - Implementation of a funded grant
   - Special assignments within a department, school or the University.

Department chairs are allowed one-fourth release time from teaching duties for department leadership and administration during the regular academic year.

Any variation from the assignment of a normal teaching load of 12 semester credit hours must be approved, in advance of implementation, by the Vice President for Academic Affairs.

In addition to full-time tenure track faculty, GSW also has full-time non-tenure track Lecturers and Senior Lecturers, whose work load is 12-15 semester credit hours depending the college or school in which they teach.

By contrast, part-time teaching personnel have no service or scholarship expectations. Faculty members whose primary responsibilities are administrative, but who also teach, are not considered part of the corps of instruction as defined in the university statutes. These faculty members have been included in our counts of part-time faculty during terms in which they teach.
University Averages

Average class size at GSW during the Fall Term of 2012 was 20.7 based on a simple calculation of the number of students in classes enrolled divided by the number of courses taught. This number has declined slightly over the last three years from 23.5 in Fall Term of 2010 to the current number (see GSW Average Class Size Trends Fall 2010-12). Using the same computational method, the average size of online classes during Fall Term 2012 was 29.42, and this number has also declined since Fall Term 2010 when it was 37.96 (see GSW Average Class Size Trends Fall 2010-12). Trend data comparing face-to-face class sizes to online class sizes by program have also been provided for General Education classes, Upper-Level Major classes, and Graduate classes. Faculty to student ratios have fallen slightly during the same period from 22.9 to 1 in Fall Term 2010 to 20.9 to 1 in Fall Term 2012. This ratio is derived from IPEDS data where the number of full-time equivalent (FTE) students is equal to the number of full-time students plus 1/3 of the part-time students, and FTE instructional staff is equal to the number of full-time instructional staff plus 1/3 of the part-time instructional staff (see GSW Student-Faculty Ratio Fall 2010-12).

Using IPEDS data, there were one hundred seven full-time, instructional faculty (including faculty members classified as tenured, on-tenure track, and not on tenure track/no tenure system) during Fall Term 2012, or 65.6% of teaching staff. Compared to Fall 2010, the number of full-time faculty increased from one hundred two to one hundred seven, while the percentage of full-time faculty decreased slightly from 66.2 to 65.6% (see GSW Student FTE and GSW FT to PT Faculty Trends Fall 2002-12). Trend data comparing full-time to part-time faculty by program have also been provided for General Education courses, Upper-Level Major courses, and Graduate courses. These data include both number and percent of credit hours generated by department.

Data comparing GSW to other University System of Georgia (USG) institutions for Fall 2008, which was the most recent term for which these data were available, have been provided. The data include total number of full-time, part-time, and other faculty; number of courses taught by full-time, part-time, and other faculty; the number of credit hours generated by full-time, part-time, and other faculty; and the percent of credit hours generated by full-time, part-time, and other faculty. GSW's number compare favorably with all types of USG institutions, including especially the other state universities.

IPEDS data comparing GSW to a number of similar institutions in terms of full-time, part-time, and other faculty have also been provided for Fall Term 2008 (prepared for GSW's Interim Fifth-Year Report) and Fall Term 2011 (the latest final release data available).

Disaggregated Data on Programs for Fall 2012

The percentage undergraduate credit hours taught by full-time faculty members in Fall 2012 ranged from 100% for the BA in Psychology, BS in Chemistry, BS in Geology, BS in Psychology, and BS in Sociology to 45.8% for the BA in Music (see GSW Fall 2012 Percent Summary). Fall 2012 data for credit hours by program, and credit hours by individual faculty members have also been provided. The GSW Fall 2012 Complete Summary provides data on number of credit hours generated by full-time and part-time faculty both face-to-face, and online broken down by general education, upper-level major, and graduate courses. This data summary also includes the percent of credit hours generated by full-time, part-time, and other faculty, broken down by general education, upper-level major, and graduate courses.

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 175)
- GSW Faculty Handbook 2013-2014 (Page 4)
- GSW Faculty Handbook 2013-2014 (Page 19)
- GSW Average Class Size Trends Fall 2010-12
- Gen Ed F2F versus Online by Department Fall 2008-12
- Major Courses F2F versus Online by Program Fall 2008-12
- Grad Courses F2F versus Online by Program Fall 2008-12
- GSW Student-Faculty Ratio Fall 2010-12
- GSW Student FTE
- GSW FT to PT Faculty Trends Fall 2002-12
- FT to PT Faculty Gen Ed Courses by Department Fall 2008-12
- FT to PT Faculty Major Courses by Program Fall 2008-12
- FT to PT Faculty Grad Courses by Program Fall 2008-12
- USG FT to PT Comparisons Fall 2008
- GSW Benchmark Comparisons Fall 2008
- GSW Benchmark Comparisons Fall 2011
- GSW Fall 2012 Percent Summary
- GSW Fall 2012 Credit Hour Summary by Program
- GSW Fall 2012 Credit Hours by Instructor
- GSW Fall 2012 Complete Summary
2.9

Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University’s (GSW) James Earl Carter (JEC) Library, either on-site or through electronic means, provides students and faculty adequate access and user privileges to collections, resources, and services to support of the degrees offered by GSW (see JEC's Mission).

Library Collection

To meet the Library’s mission, faculty and staff acquire and provide access to bibliographic and information resources in all formats at the undergraduate and graduate levels, as appropriate to the degrees offered by GSW. The holdings of the JEC Library include over two million books, government documents, current and bound periodicals, audio visual materials, and microforms. JEC Library has served as a selective repository for U.S. government publications since 1966. All materials are cataloged and located on open shelves.

JEC Library’s collections, as of July 1, 2012, include:

- 510,494 books and bound volumes
- 297 current print, electronic, and microform subscriptions
- 1,622,252 microform units
- 11,699 audio visual materials

The Library also subscribes directly to JSTOR and ARTstor, providing access to an additional 400 full text journal titles and over one million digital images. GSW students, faculty, and staff, have both on and off campus access to these collections at all times. Off campus access to these resources is provided via EZProxy which is hosted through OCLC.

In addition, our students, faculty, and staff have access to GALILEO (see GALILEO fact sheet), an initiative of the University System of Georgia (USG). GALILEO is a community of more than 2,000 institutions that include the University System of Georgia member libraries, the Technical College System of Georgia libraries, K-12 schools, public libraries, and the libraries of a group of private academic colleges and universities. As a participating USG institution, GSW has access to over 80 databases with over 10,000 full text journals (GSW GALILEO Databases). Specific journal title listings are available through GALILEO's Journal A-Z tool. In addition, through GALILEO, JEC Library has access to over 30,000 e-books on a wide range of subjects. All GALILEO resources are readily accessible to GSW faculty, staff, and students both on and off campus. Off campus access to GALILEO is provided through the use of password authentication.

Special Collections

1) Georgia Southwestern State University Historical Collection – Includes documents and records relating to the history of Georgia Southwestern State University and Sumter County, Georgia. The collection includes photographs, yearbooks, the school’s newspaper, The Sou’Wester, past course catalogs and bulletins, publications of GSW faculty and staff, and local histories. The collection is searchable through the Library’s catalog.

2) Dr. Harold Isaacs Third World Studies Collection – Includes books and periodicals focusing on Third World Studies as well as documents and records relating to the Association of Third World Studies. The majority of the collection is searchable through the Library’s catalog.

3) Prisoner of War (POW) Collection – Developed with assistance from the Andersonville National Historic Site, the POW Collection contains books related to the POW experience, mostly memoirs written by those who were held prisoner. The collection is searchable through the Library’s catalog.

Consortium Activities and Shared Resources

JEC Library is a member of the following consortia and works cooperatively with a range of libraries to enhance collections and resource sharing, including the USG, GALILEO, GALILEO Interconnected Libraries, Georgia Online Database, Lyrasis, OCLC, and Lake Blackshear Regional Library and South Georgia Technical College Library. These cooperative relationships allow JEC Library to further support GSW degree programs by making available important resources from other strong programs.

University System of Georgia

The USG consists of 31 colleges and universities throughout the state of Georgia. Library deans and directors meet twice a year to exchange information and ideas, improve resource sharing and coordination of services, and make reports and recommendations concerning the improvement of instruction, curriculum, research and service in matters related to libraries.
Georgia Library Learning Online (GALILEO)

An initiative of the Board of Regents (BoR) of the USG, GALILEO is a community of more than 2,000 institutions that include the University System of Georgia, the Technical College System of Georgia, K-12 schools, public libraries, and a group of private academic colleges and universities. As a participating USG institution, GSW has access to over 80 databases with over 10,000 full text journals. In addition, through GALILEO, JEC Library has access to over 30,000 e-books on a wide range of subjects. All GALILEO resources are readily accessible to GSW faculty, staff, and students both on and off campus.

GALILEO Interconnected Libraries

Created by the USG to support resource sharing, GALILEO Interconnected Libraries (GIL) provides a gateway to information resources held in USG libraries. GIL serves as a single integrated library automation system, which provides each institution with their local catalog. In addition, a Universal Catalog provides access to holdings across all libraries within the USG. Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. This allows GSW students, faculty, and staff to readily obtain books located in collections throughout the state. In addition, GIL provides USG librarians with data regarding the use and growth of their collections as well as data that can be used to help guide future decision-making and cooperative collection development.

Georgia Online Database

Administered by the Georgia Public Library Service, Georgia Online Database (GOLD) serves as the interlibrary lending and union listing system throughout Georgia. The GOLD consortium is comprised of more than 200 academic, public, private, school, special, and technical college members.

Lyrasis and OCLC

Lyrasis is the nation’s largest regional membership organization serving libraries and library professionals. OCLC is a worldwide library cooperative committed to improving access to the information held in libraries around the world. Cataloging and interlibrary loan services are provided to JEC Library by OCLC via Lyrasis. Lyrasis also provides cost savings through group purchasing for products and services. Lyrasis also offers a range of professional development opportunities for library faculty and staff.

Lake Blackshear Regional Library and South Georgia Technical College Library

JEC Library has a cooperative lending agreement with Lake Blackshear Regional Library and South Georgia Technical College Library. The purpose of this agreement is to provide the citizens of Sumter, Crisp, Dooly, and Schley counties and the faculty, staff, and students (including those enrolled in the institutions’ distance education programs) of the participating institutions with optimal access to library information resources and services. Valid users associated with any of these institutions can establish borrowing privileges with its partner institutions.

Collection Development Methodology

Collection development at GSW is a shared responsibility between librarians and faculty. Librarians work with faculty from each academic department in order to ensure that library collections are relevant and adequate to support GSW degrees and student and faculty research. The Collection Development Librarian serves as an information conduit between the department or school and the library regarding collections and services. GSW faculty have access to online Choice reviews and are encouraged to use other selection resources such as professional journals. JEC Library has developed a Collection Development Policy to document existing policies and procedures.

Assessment of Collections

On an annual basis, JEC Library undergoes a review of current journal subscriptions. Faculty are asked to evaluate and prioritize the subscriptions in their subject areas in terms of the extent to which they support current curriculum. In addition, faculty may recommend new journals. Other factors that are considered during the annual journal review are usage statistics, available formats, and duplication in online databases. The Collection Development Librarian makes retention, deselection, and enhancement recommendations to the Dean.

Periodic reviews of specific subject areas of the non-journal collection are conducted. This is an in-depth analysis to upgrade and enhance the collections (to the extent Library resources permit) to ensure they meet current curriculum and program needs, to weed out materials no longer relevant, and to preserve those which do. These analyses are conducted with the assistance and participation of the relevant Dean, Department Chair, faculty, and Collection Development Librarian. A review of the Government Documents collection was recently completed, a review of the Reference Collection is on-going, and a review of the Mathematics collection is scheduled to be commenced in the near future.

Additional assessment of the Library’s collections occurs as part of accreditation and program reviews. JEC Library prepares reports for accreditation and program reviews and participates in the site visit as requested. These reports provide information concerning support of the library holdings for the degrees offered at the University.

Other means of assessment of the Library’s collections include:

- Annual Library Survey that assesses satisfaction with collections, services, and facilities.
- Library Faculty Advisory Committee that meets twice a year and provides an opportunity for faculty to bring up questions or concerns regarding the Library.
Input from these formal assessment methods, as well as informal input from faculty and students, has resulted in the licensing of JSTOR collections and ARTstor. In addition, comments and suggestions have led to the expansion of the Library computer lab, implementation of a wireless network in the Library, the designation of more group study rooms, the expansion of the Library's popular DVD collection, and the addition of a snack lounge. The Fall 2011 Library Survey found that 94% of responding students and faculty received satisfactory help from Library staff and 94% of respondents were able to locate materials needed to fulfill their information needs.

Support for New Classes and Programs

JEC Library faculty, through service on the Faculty Senate, have the opportunity to hear and comment on all undergraduate and graduate curriculum proposals to ensure appropriate library materials and resources are available. The Library has one permanent Faculty Senate seat. In addition, the Dean of the Library serves as an ex-officio member on the Graduate Affairs committee.

Peer Collection and Funding Support Comparisons

When compared to its peer institutions, JEC Library ranks first among the 13 institutions in print volumes held per FTE and 4th in print volumes being added per FTE. When comparing collection expenditures to those of our peers, JEC Library is thirteenth of thirteen institutions in total library expenditures per FTE. The average expenditure for the libraries in this group is $395.95 per FTE while GSW spends an average of $236.82 per FTE.

Library Services

JEC Library provides a full array of library services to support GSW students, faculty, and staff. The Library strives to provide a convenient, constructive, and positive experience to all patrons of JEC Library services. JEC Library success is seen in patron satisfaction in the Annual Library Survey and through increased service usage.

Personnel

JEC Library employs four faculty librarians and five support staff to support the GSW community. Detailed information about JEC Library’s personnel can be found in Comprehensive Standard 3.8.3.

Access Services

The Circulation Desk at JEC Library provides all circulation and course reserve services. JEC Library offers a well-utilized course reserve service for high demand materials.

GIL Express

Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. In 2011-2012, the total number of GIL Express requests from our faculty, staff, and students was 654, while GSW fulfilled 389 GIL Express requests from other schools.

Interlibrary Loan Services

JEC Library offers interlibrary loan (ILL) service to students and faculty to acquire materials not owned by the Library. In 2011-2012, the total number of items borrowed was 550, while the total number of items lent was 523.

Instruction and Reference Services

JEC Library has a robust Library Instruction program. In 2011-2012, librarians taught 89 courses and reached 1,264 students. Librarians work closely with faculty to design instruction sessions tailored to course and assignment objectives. JEC Library’s Reference Desk is open 25 hours per week to assist students, faculty, and staff. In addition, JEC Library offers email and telephone reference services. In 2011-2012, there were 1,169 reference transactions. One-on-one research consultations are available to patrons seeking in-depth research assistance. Detailed information about JEC Library’s Instruction and Reference Services can be found in CS 3.8.2.

Students with Disabilities

JEC Library makes all reasonable accommodations to serve patrons with disabilities. There is handicap parking in the staff parking lot directly off the loading dock with additional handicap spaces available in the large parking lot located behind the Library. The handicap entrance is in the front of the building and a sign directs users to the handicap entrance. A handicap accessible elevator is available for patrons to get to the second floor of the Library. The Library computer lab is equipped with an ADA-compliant work tables. Additionally, the Library has a workstation loaded with the Kurzweil 1000 and 3000 software. Kurzweil 1000 is an advanced reading tool for people who are blind or severely visually impaired. It works in conjunction with a scanner and synthetic speech to convert the printed words into speech. The Kurzweil 3000 software helps people with reading or learning difficulties increase their reading speed and comprehension. This work station is also equipped with Intelliekeys for users having difficulty using a traditional keyboard. The Service Desk handles requests for book retrievals and assistance with photocopying.
Distance Education Students

GSW’s distance education students have equitable access to Library resources and services. Distance education students have both on and off campus access to the Library’s catalog (GIL-Find), GIL Express, and GALILEO. Interlibrary loan requests can be made by email or phone and delivery of articles is made to distance education students through email. GIL Express allows distance education students to request books be delivered to a USG campus near their location for pick-up. Instruction and reference services are available through the embedded librarian program as well as via email and telephone. In addition, online tutorials for GIL-Find and GALILEO are available on the Library’s website.

GSW at ABAC Students

GSW students attending classes at Abraham Baldwin Agricultural College (ABAC) have access to the same resources and services as all other GSW students. GIL-Find, GIL Express, and GALILEO are available to all USG students. In addition, GSW at ABAC students have access to additional GSW electronic resources such as JSTOR and ARTstor through off campus authentication. GSW at ABAC students also have access to the Baldwin Library located on the ABAC campus.

In summary, JEC Library is vital to the success of the University’s academic programs. It provides students, faculty, and staff access to adequate library collections and services as well as other learning/information resources. The JEC Library offers support and services to enhance the degrees offered by GSW. The GSW JEC Library collections, resources, and services are sufficient to support all educational, research, and public service programs at GSW.

Sources (In Order of Appearance)

- JEC Mission
- GALILEO Fact Sheet
- GSW GALILEO Databases
- Choice Reviews
- Collection Development Policy
- JEC Annual User Survey
- Print Holdings per FTE
- Print Volumes Added per FTE
- Library Expenditures per FTE
- UNIV 1000 Library Module
- Choice Reviews
- JEC Library Gate Count
- Library Mission Statement
- Online Tutorials
- Universal Catalog
2.10

Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) provides a number of services intended to encourage “intellectual, personal, and social growth for its students” (see GSW Mission Statement), primarily through five of its units: The Office of Academic Affairs, Enrollment Services, the Office of Student Affairs, the Department of Athletics, and The Office of Information and Instructional Technology. The specific services provided by each of these units are described below.

The Office of Academic Affairs

The Academic Resource Center, Disability Services, English Language Institute, Learning Support Program, James Earl Carter Library, Prior Learning Assessment Program, Student Support Services, and University Writing Center all provide student support services and their heads report to Vice President of Academic Affairs either directly or through an intermediary administrator.

Academic Resource Center

The Academic Resource Center (ARC), housed in the Academic Center for Excellence (ACE), incorporates a number of student services in advising, tutoring, and supplemental instruction. The Center provides tutoring and supplemental instruction, and advising through the First Year Experience Program and the General Education Advisor. ARC also provides a dedicated Adult Learner Lounge as a place for non-traditional students to congregate on campus. The English Language Institute and the University Writing Center are also housed in ACE.

Academic Resource Center. The Academic Resource Center (ARC) provides diverse learning opportunities for all GSW students in an environment that promotes academic excellence and success. The staff of the ARC is committed to assisting students with evaluating their academic performance and choosing the appropriate services to master course materials, including tutoring and supplemental instruction. ARC also provides a computer lab and study/tutoring space to GSW students.

First Year Advocate. The First-Year Advocate provides help and advising to at-risk first-year students and also directs ARC. The First-Year Advocate also directs the UNIV 1000 orientation course.

General Education Advisor. Students who enter GSW without a declared major program are assigned to the General Education Advisor, who provides them with academic advising and helps them to make a connection with an academic program as soon as possible. The General Education Advisor is also a retention specialist.

Office of Disability and Testing Services

The Office of Disability and Testing Services coordinates the compliance of Georgia Southwestern State University with the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973 to promote academic potential through individualized plans tailored to the particular needs of students with disabilities. Students with documented psychological, cognitive, or physical disabilities are provided necessary learning accommodations through coordination of Disability Services with individual faculty members. Disability Services consults with faculty members about students with psychological, cognitive, or physical disabilities, and collaborates with those faculty members to provide students opportunities to thrive academically despite their disabilities. This office formerly known as Disability Services, but beginning in Summer 2013, a testing coordinator has been added to the staff, and the office has move to the third floor of Sanford Hall, where additional distraction free and computer testing environments have been added. The office will handle Compass testing of incoming non-traditional students as well proctored and standardized testing for on-campus and online students.

English Language Institute

International students from many countries, mainly in Asia, come to the English Language Institute (ELI) at Georgia Southwestern State University (GSW) to study English prior to becoming regular students at GSW or at other institutions in Georgia or in other states. In addition, the ELI welcomes students to study English for other specific purposes. Nurses, English teachers, business persons, government officials, and professors study English at the ELI to learn about American culture, society, improve business practices, and for professional enrichment.

Learning Support Program

Learning Support assists students seeking to enter programs leading to the baccalaureate degree who have not met the University System of Georgia (USG) established minimum requirements in English, reading, or mathematics. Learning Support courses in English, reading, and mathematics are designed to assist students in reaching the USG minimums. Learning Support instructors are housed in the departments of English and Modern Languages and Mathematics respectively, and these same instructors provide students with academic advising until they exit Learning Support and declare a major.
James Earl Carter Library

The Library provides convenient and effective access to quality library services and collections and information in a variety of formats. In addition, the Library provides study space and computer labs for the use of the entire GSW community (see Core Requirement 2.9 and Comprehensive Standard 3.8.1 for more information).

Prior Learning Assessment Program

Prior Learning Assessment (PLA) is a process through which students identify areas of learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials related to specific course objectives so that they can be assessed and possibly awarded academic credit. PLA will reduce the repetition of relevant, course-related material for students with prior learning (or with prior degrees). The Director of PLA also serves as GSW's Veterans Advocate.

Student Support Services

The GSW TRiO/Student Support Services program (SSS) is an academic support/resource entity focusing on creating a partnership to enhance the college experience of first-generation/low-wealth students, which also incorporates cultural awareness, financial literacy, and personal development. The GSW SSS Program is federally funded by the U.S. Department of Education, Office of Postsecondary Education to support the mission of increasing retention and graduation rates of first-generation/low-wealth students at 2-year and 4-year colleges and universities. The TRiO programs were established to assist college bound and college entering students in overcoming class, social, academic, and cultural barriers to higher education.

University Writing Center

The University Writing Center provides a place for practice in writing, communication skills, and collaboration. The Center provides knowledgeable, attentive readers who facilitate the development of the writing process for individual writers. Consultants assist their clients in developing strategies for all facets of the writing process and in every discipline. The Center also serves as a resource for the GSW community in the teaching of writing.

Enrollment Management

The Admissions Office and the Registrar's Office both provide student support services and their heads report to Vice President of Enrollment Management.

Admissions

The Office of Admissions provides prospective students with an efficient and systematic evaluation of their credentials, and a timely and accurate application process. The Office also facilitates the transition from prospective student to enrolled student by assisting with orientation and registration of new students.

Registrar

The Registrar's Office is responsible for maintaining the official academic record for GSW students. As such, the Registrar's Office facilitates registration and graduation for students and provides students with official records of their academic experiences at GSW.

Division of Student Affairs

Campus Life, Campus Recreation, Career Services, Counseling Services, Financial Aid, Health Services, and Residence Life all provide student support services and their heads report to the Vice President of Student Affairs either directly or through an intermediary administrator.

Campus Life

The Office of Campus Life coordinates programs designed to enhance a student's co-curricular and extracurricular experiences at GSW. Campus Life programs include the Campus Activities Board and the Orientation Program. The Office of Campus Life also coordinates Greek and other Student Organizations, and provides services to campus residents, such as shuttle service to Downtown Americus and local stores.

Campus Recreation

The Campus Recreation Office offers a variety of recreation activities. The Challenge Course Program is designed to provide a safe, experiential learning environment. The Fitness Center has a full weight room, including Cybex machines and free weights, treadmills, arc trainers, and stationary bikes. The Outdoor Adventure Club provides opportunities for students and community members to participate in, and become aware of, a variety of outdoor adventure experiences, with the benefit of knowledgeable leadership. All Group Exercise classes are free for students, faculty, and staff. There is also a Game Room. See Intramural and Recreational Sports below for more information.

Career Services

Career Services provides efficient, effective, and personalized career planning and job search assistance to students and alumni of GSW. They are the link between employers and students to facilitate career development by providing computerized interest inventories, career
exploration materials, and experiential learning opportunities as well as part and full-time job opportunities.

Counseling Services

Counseling Services provides professional resources that address the emotional/psychological, educational, social, spiritual, and developmental needs of GSW students. These services are delivered through counseling, crisis intervention, and educational/outreach programming.

Financial Aid

The Financial Aid Office provides resources and counseling to assist in student funding in the form of grants, state, institutional scholarships, employment, and student loans.

Health Services

The GSW Health Center serves the health needs of registered GSW students, faculty, and staff. Emergency first-aid and referrals are also available at no cost.

Residence Life

Residence Life provides safe, attractive, and well-maintained living facilities that are responsive to the needs of the students; recognizes and respects individual rights and differences and the value of diversity in the residential community; implements policies and procedures that encourage residents to make responsible choices; develops an investment in the retention and personal success of each residential student both socially and academically; provides quality programs and services and continues to improve these offerings by conducting on-going evaluations; and empowers residents to shape their community and gain leadership experience.

Athletic Department

The Athletic Department provides financial, athletic, and academic support to students participating in intercollegiate athletics at GSW. In addition, the Department supplies sports entertainment to the rest of GSW’s student body.

Office of Information and Instructional Technology (OIT)

OIT supports student use of information and instructional technology by maintaining student-use networks and academic and residence hall labs. The Office provides training in and support of GSW’s Learning Management System, GeorgiaView Desire to Learn, and of GSW’s student e-mail system.

Access to Services for Distance Learning Students

In addition to the online bulletins and the web pages of individual student service units, GSW provides distance learning students with several other means of locating and accessing student services. On GSW’s Main Web Page, the Academics link leads to an index page containing two means of access to student services for distance learning students. The Academics index page provides links to Academic Resources on the right including the Academic Resource Center, Disability Services, and the Writing Center among others, and to GSW’s Distance Learning page near the center of the page. The Distance Learning page has links to both Information for Students and to the GSW Distance Learning Manual (see especially pp. 10-12).


Sources (In Order of Appearance)

- GSW Current Mission Statement
- Academic Resource Center
- First Year Advocate
- Disability & Testing Services
- ELI
- GSW UG Bulletin 2013-14 (Page 112)
- James Earl Carter Library
- PLA
- Student Support Services
- Writing Center
- Admissions
- Storm Days
- Registrar
- Student Affairs
- Campus Life

Georgia Southwestern State University
OII

GSW Health Center

Residence Life

GSW Athletics

The Athletic Department provides financial, athletic, and academic support to students participating in intercollegiate athletics at GSW. In addition, GSW has comprehensive and competitive varsity teams in basketball, baseball, football, and other sports.}

Counseling Services provides professional resources that address the emotional/psychological, educational, social, spiritual, and personal development needs of students.

Career Services provides efficient, effective, and personalized career planning and job search assistance to students and alumni of GSW.

The Office of Campus Life coordinates programs designed to enhance a student's co-curricular and extracurricular experiences at GSW. Programs and initiatives include the Campus Activities Board, the College of Arts and Sciences, the College of Business Administration, the College of Education, the School of Allied Health Professions, and other Student Organizations.

The University Writing Center provides writing instruction in English and Modern Languages and Mathematics respectively, and these same instructors provide students with academic advising until they graduate.

The Library provides convenient and effective access to quality library services and collections and information in a variety of formats. In addition, the academic, and cultural barriers to higher education.

The GSW SSS Program is federally funded by the U.S. Department of Education, Office of Postsecondary Education to provide academic, financial, and personal support services to students with disabilities.

The Office of Disability and Testing Services coordinates the compliance of Georgia Southwestern State University with the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973 to promote academic potential through individualized plans tailored to the particular needs of students with disabilities. Students with documented psychological, cognitive, or physical disabilities are provided with additional support to participate in GSW programs and activities.

The Office of Information and Instructional Technology supports student use of information and instructional technology by maintaining student networks and academic and residence hall mail system.

The Academic Resource Center incorporates a number of student services in one location, including the Academic Center for Excellence (ACE), the Academic Resource Center (ARC), the Disability Services, the English Language Institute, the Learning Support Program, the University Writing Center, and the James Earl Carter Library.

The Registrar's Office is responsible for maintaining the official academic record for GSW students. As such, the Registrar's Office is responsible for all registration and withdrawal processes, curricular and extracurricular experiences at GSW.
2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy "Accreditation Procedures for Applicant Institutions."

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has a sound financial base and has demonstrated financial stability to support the institution’s mission and the scope of its programs and services. From FY 2009 through FY 2014, GSW’s Total Budget increased from $34,924,991 to $45,136,573 (see also FY 2010 USG Budget Summary, FY 2011 USG Budget Summary, FY 2012 USG Budget Summary, and FY 2013 USG Budget Summary). GSW's financial stability is also demonstrated in its yearly financial reports that include management discussion, analysis, notes, and detailed statements on the institution's finances. The Georgia Southwestern Foundation's financial position is discretely presented in separate financial statements, since the Foundation is the primary fundraising organization for GSW, and for the two Limited Liability Companies (LLC), GSW LLC I and GSW LLC II, that provide student housing for GSW.

Institutional Audit

GSW participates in the Georgia Board of Regents (BoR) system-wide auditing process. The Georgia Department of Audits conducts an annual agreed upon procedures audit of the financial statements of GSW, and conducts a complete financial audit periodically.

The FY 12 Agreed Upon Procedures, FY11 Agreed Upon Procedures, and the FY 10 Agreed Upon Procedures resulted in no findings, adjustments, or questioned costs. The Georgia Department of Audits in conjunction with the BoR approved of the scope of these Agreed Upon Procedures. The consolidated statements of GSW's component units FY 2012 and FY 2011 were compiled by the CPA Firm of Chambliss, Sheppard, Roland and Baxter. These audits resulted in an unqualified opinion with no findings, adjustments or questioned cost.

A complete financial audit of GSW's FY 2013 Financial Statement is under way, but was not complete at the time this report was submitted. See GSW Financial Audit 2007, the last complete audit of GSW's finances, to see what the 2013 audit will include.

Unrestricted Net Assets and Reserves

The Financial Analysis Profile indicates GSW holds $100,084,352 in total assets and $56,616,434 in total liabilities including plant assets and related debt and therefore total net assets of $61,533,939. Net assets excluding plant assets and related debt are $6,785,312, an increase of 38% over the last 5 years. A revenue increase of 38% over the same period can be attributed to growth in enrollment and tuition, and in auxiliary enterprises. Year end reserves have increased 32% in that time, as well. See also GSW Preliminary Financial Statement for FY 2013 pp. 3-4.

Annual Budget

Since GSW is part of the USG, its annual budget results from an internal process of resource prioritization, and the USG allocation process, both described below.

GSW Budget Process

GSW operates on an annual budget that is preceded by sound planning, input and dialogue from University representatives and final approval by the BoR. The strategic plan of GSW was approved by the President and Administrative Council. The institution seeks to allocate resources to meet the strategic plan objectives and goals.

The Education and General budget calendar is as follows:

- August – Annual appointment of Business and Finance Faculty/Staff Committee (B&F Committee)
- August/September – Report by Vice President of Business and Finance to B&F Committee related to prior year allocated funds for specific funding request
- November/December – B&F Committee Chairperson sends out a Budget Worksheet to all Presidential direct reports, Deans, and...
Physical Plant Director.

- January/February – Budget Worksheets are collected and reviewed by B&F Committee
- March – Budget hearings are held on campus (all hearings are open to the public) with the B&F Committee. The B&F Committee completes a scoring guide for each request and completes a priority list of specific year end funding request as well as recommendations for the next fiscal year priorities. These recommendations are passed on to the President and Administrative Council for their review and comment
- April/May – Vice President of Business and Finance prepares Original Budget based on recommendations from B&F Committee with comment and adjustments from President and Administrative Council. This budget is submitted to the BoR for final approval. See FY 13 Budget Summary (pages 1, 4, and 6) and BoR Minutes for May 2012.

The MRR and Capital budget calendar follows the same time line and processes as the Educational and General budget calendar.

The USG Budget Process

Each fiscal year the Georgia General Assembly allocates funds to higher education. Meanwhile, individual USG institutions prepare proposed budgets that are presented to the Chancellor and the staff of USG Fiscal Affairs. After the General Assembly approves the state budget, the BoR allocates funds to the institutions at the April meeting or the next regular meeting based on the available funds and the institution’s proposed budget. Each USG institution then prepares an operating budget for educational and general activities and an operating budget for auxiliary enterprises of the institution for the fiscal year within the limit of funds allocated plus estimated internal income of the institution. MRR and Capital budgets are considered separately, but follow the same process as the budgets for E&G and auxiliary enterprises (see also BoR Policy 7.1.1 allocation of funds and BoR Policy 7.2 USG Budget).

The Board of Regents of the University System of Georgia requires all state funds to be spent or encumbered by the end of the fiscal year (June 30). The only funds allowed to be rolled over are Auxiliary Funds and a small portion of other Educational and General Funds. GSW net assets have increased by $10,641,192 over the last 4 years due to sound, fiscally conservative budget processes. GSW has A2 Bond rating in its most recent Moody’s Review, performed in August 2012.

Sources (In Order of Appearance)

- FY 2009 USG Budget Summary
- FY 2014 USG Budget Summary
- FY 2010 USG Budget Summary (Page 2)
- FY 2011 USG Budget Summary
- FY 2012 USG Budget Summary
- FY 2013 USG Budget Summary
- GSW Financial Audit FY 2012
- GSW Financial Audit FY 2011
- GSW Financial Audit FY 2010
- GSW Foundation Financial Statement FY 2012
- GSW Foundation Financial Statement FY 2011
- GSW Financial Audit 2007
- GSW Financial Analysis FY2013
- GSW Preliminary Financial Statement FY 2013 (Page 3)
- GSW E&G Budget Process
- GSW Budget Worksheet
- GSW Budget Scoring Guide
- BoR Minutes May 2012 (Page 13)
- GSW Capital Budget Process
- USG Budgeting Process
- BoR Policy Manual 7_1_1 Allocation of funds
- BoR Policy Manual 7_2 USG Budget
- Moody’s Report on GSW Bond Rating
- GSW Budget Approval FY 13
2.11.2

Physical Resources

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) operates and maintains thirty-four academic, auxiliary, administrative, student housing, and athletic buildings that total approximately 906,000 net square feet (see Campus Map and GSW Facilities Summary). These facilities adequately serve the needs of GSW's educational programs, academic and student support services, administrative support services, and community and public service activities. The facilities are well-maintained and enable GSW to achieve its mission (see GSW Mission).

Each building is listed below with its dates of completion and last renovation (if applicable), a brief description of the types of space in the building, and its net square footage. The list is arranged by primary use of the building; for more details about each building, see GSW Facilities Details, or pp. 69-78 and pp. 97-115 of the GSW Facilities Master Plan 2011.

A typical classroom contains a teacher desk, 20-100 students desks, and at least one whiteboard; computer-enabled classrooms also contain at least one computer, a projector, and a projector screen. A typical computer lab contain three to thirty-seven computers and at least one printer; some labs also have projectors and projector screens (see GSW Computer Labs). A typical faculty office contains a desk and chairs, a computer, a phone, book shelves, and filing cabinets; all faculty have either a printer connected directly to their office computer or access to a networked printer, and some have both. Full-time faculty members have individual offices, while some part-time faculty share an office with one or two others. A typical administrative office contains enough desks, chairs, computers, printers, phones, fax machines, shelves, and file cabinets to accommodate the faculty and staff users of the office. Most administrative staff members have their own computers, while physical plant workers, cleaning staff, and dining hall staff usually do not. A typical conference room contains tables and chairs to accommodate eight to thirty persons depending on the size of the room. Some conference rooms are equipped with computers and computer projectors, and some are not. Laboratories and studio spaces are equipped as necessary for their use, i.e., geology lab, or painting studio. Student lounge spaces have chairs and tables that allow students to read and write, and some have televisions. See also GSW Equipment Inventory 2012 and GSW Equipment Inventory 2013.

Buildings Used Primarily by Academic and Academic Support Programs

Crawford Wheatley Hall (number three on campus map) Crawford Wheatley Hall (CWH) was completed in 1912, and underwent an extensive renovation in 2003. CWH houses the School of Computing and Mathematics, and has four classrooms, all of which are computer enabled and two of which have multiple computers, has three computer labs with ninety total computers, has seven faculty offices, has a conference room, and has two administrative offices. CWH is listed on the National Registry of Historic Places. CWH has 11,575 net square feet of usable space.

Collum Hall (number six on the campus map) Collum Hall (COL) was completed in 1951, and last renovated in 2011. COL houses the South Georgia College Entry Program and Student Support Services. The building has five classrooms, four of which are computer enabled, has two computer labs with forty-nine total computers, has four faculty offices, and has six administrative offices. COL has 14,141 net square feet of usable space.

Science Building (number thirteen on the campus map) The Science Building (SCI) was completed in 1965 and last renovated in 2011. SCI houses an administrative office for the Departments of Biology, Chemistry, and Geology and Physics; has five classrooms, four of which are computer enabled; has three laboratories (one Biology and two Chemistry); and has six faculty offices and one administrative office. SCI has 11,240 net square feet of usable space.

Joseph C. Roney Building (number fourteen on the campus map) The Joseph C Roney Building (RON) was completed in 1969 and last renovated in 2010. RON SCI houses some administrative offices for the Departments of Biology, Chemistry, and Geology and Physics; has five classrooms, three of which are computer enabled and one with thirteen computers; a computer lab for Biology students with four computers; five laboratories; twelve faculty offices and three administrative offices. RON also houses Agerton Observatory, which is outfitted with a 14" Schmidt-Cassegrain reflecting telescope. Agerton Observatory is an integral part of classes in astronomy, and is periodically open to the public when conditions are favorable for viewing the planets. RON has 30,835 net square feet of usable space.

Jackson Hall (number fifteen on the campus map) Jackson Hall (JCK) was completed in 1956 and last renovated in 2005. JCK houses the Department of Music and has two classrooms, five music practice rooms, a performance space, a computer lab with fifteen computers, four faculty offices, and two administrative offices. The performance space in JCK is occasionally used by off-campus groups and most events held there by on-campus groups, such as convocations and concerts, are open to the public. JCK has 16,208 net square feet of usable space.

Academic Center for Excellence (number sixteen on the campus map) The Academic Center for Excellence (ACE) was completed in 1962 and last renovated in 2012. Until summer 2012, ACE housed the School Nursing, as well as the Academic Skills Center, and the building was known as the Nursing Building. When the first phase of the Rosalynn Carter Health and Human Sciences Complex was opened in summer 2012, the School of Nursing moved, and the building was rechristened ACE to reflect its new dedicated use. ACE now houses the Academic Resource Center, the Office of Career Services, the Administrative Offices of the College of Arts and Sciences, the English Language Institute, and the University Writing Center. ACE has five classrooms, one of which is computer enabled, a computer lab...
with twenty-nine computers, one faculty office, eight administrative offices, a conference room, an adult student lounge, student study space, and four study carrels used for tutoring. ACE has 18,388 net square feet of usable space.

English Building (number seventeen on the campus map) The English Building (ENG) was completed in 1968 and last renovated in 2008. ENG houses the Department of English and Modern Languages and has thirteen classrooms, twelve of which are computer enabled and three of which are computer classrooms with fifty-five total computers; a computer lab with twenty-one computers; fifteen faculty offices; a conference room; two administrative offices; and a student lounge. ENG has 22,456 net square feet of usable space.

Business, History, and Political Science Building (number eighteen on the campus map) The Business, History, and Political Science Building (BHP) was completed in 1972 and last renovated in 2009. BHP houses the School of Business Administration, the Department of History and Political Science, and the Office of Continuing Education. BHP has fourteen classrooms, twelve of which are computer enabled and one of which is a computer classroom with thirty-six computers; four administrative offices; two conference rooms; twenty-four faculty offices and a student study/lounge area. BHP also houses GSW’s computer hub. BHP has 31,736 net square feet of usable space.

James Earl Carter Library (number twenty on the campus map) James Earl Carter Library (JEC) was completed in 1969 and last renovated in 2003. JEC houses the administrative offices of the Library, and six staff offices, as well as space for the cataloguing, and processing of circulating library materials. JEC also has a computer classroom for library instruction, fourteen computer stations for accessing the library catalogues, fifty-one study carrels of various sizes, accommodating from one to eight students, sixteen study rooms, forty tables, twenty couches, and three hundred fifty-five chairs. JEC also has an art gallery space. Of course, the majority of the space in JEC is taken up by the Book, Periodical, Reference, and Government Document stacks. JEC maintains a cooperative agreement with the Lake Blackshear Regional Library and the South Georgia Technical College Library that allows valid users of either of these library systems to establish user privileges at JEC. JEC has 58,363 net square feet of usable space.

Fine Arts Building (number thirty-one on the campus map) The Fine Arts Building (FAR) was completed in 1981, was last renovated in 2004, and is scheduled for major renovation in 2013-15. FAR houses the Departments of Visual Arts and of Theater, Communication, and Media Arts. FAR has no traditional lecture classrooms, but instead has art studio space including a drawing studio, a glass blowing/sculpture studio, a ceramics studio, a printmaking studio, a painting studio, a photography studio, a digital image and video laboratory with 10 computers, and an art gallery. In addition, FAR has a proscenium theater space, dressing rooms, a green room, a scenery workshop, and a black box theater space that doubles as a classroom; FAR also has eight faculty offices, two administrative offices, and a loading dock. Both performance spaces in FAR are used off-campus as well as on-campus groups. Performances and gallery exhibits in FAR are open to the public. FAR has 39,836 net square feet of usable space.

The Education Center (number thirty-two on the campus map) The Education Center (EDU) was completed in 1990 and last renovated in 2011. EDU houses the School of Education and the GSW Pre-Kindergarten Program (Pre-K). EDU has twenty-one classrooms, all of which are computer enabled and two of which double as computer labs with a total of forty-six computers; sixteen faculty offices; three administrative offices; a conference room; and a student lounge space. Pre-K is open to children of GSW students, faculty, and staff, and any additional spaces in the program are then open to the general public. EDU has 38,701 net square feet of usable space.

Rosalynn Carter Health and Human Sciences Complex Phase I (number forty-eight on the campus map) Rosalynn Carter Health and Human Sciences Complex I (HHS1) was completed in 2012. HHS1 houses the School of Nursing and the GSW Health Center. HHS1 has four classrooms, all of which are computer enabled; a computer lab with forty-one computers; three hospital simulation laboratories (counted as thirteen separate labs on the Building Detail Inventory); four administrative offices; sixteen faculty offices; a conference room; and student lounge space. The GSW Health Center has a separate entrance with ambulance access, and has a waiting room, seven examination rooms, medical laboratory space, and four administrative offices. HHS 1 has 39,560 net square feet of usable space.

Rosalynn Carter Health and Human Sciences Complex Phase II (number forty-nine on the campus map) Rosalynn Carter Health and Human Sciences Complex II (HHS2) was completed in 2013. HHS2 houses the Department of Psychology and Sociology, and the Rosalynn Carter Institute, one of GSW’s primary public service units. HHS2 has five classrooms, one of which has 27 computers; two science laboratories, one for chemistry and one for biology; a computer lab with six computers; eleven administrative offices; eight faculty offices; two conference rooms; and student lounge space. HHS2 has 33,859 net square feet of usable space.

Buildings Used Primarily by Non-Academic Student Support Programs

Student Success Center (number forty on the campus map) The Student Success Center (SSC) was completed in 1967 and was significantly expanded in 2005. SSC houses the GSW Athletic Department, the School of Education's Department of Health and Human Performance, the Office of Student Affairs, and a student dining facility, the Cane's Den. SSC has the 2500 seat Convocation Hall that also serves as a basketball arena, and the Intramural Gymnasium that is used for intramural sports, physical education classes, and other types of meetings. SSC also has seven classrooms, four of which computer enabled classrooms; a computer lab with thirteen computers; thirty-three administrative offices; three meeting rooms; three conference rooms; workout facilities, some open to the public and some open only to athletes; recreational space including racquetball courts and climbing wall; locker room facilities; student lounge space; and a loading dock. Convocation Hall and the SSC meeting rooms are used by both on-campus and off-campus groups. SSC has 97,798 net square feet of usable space.

Marshall Student Center (number twenty-one on the campus map) Marshall Student Center (MSC) was completed in 1967 and was last renovated in 2010. MSC houses the campus dining facilities, the Campus Bookstore, the Campus Post Office, the Office of Student Accounts, and the Office of Business and Finance. Campus dining facilities in MSC include the student cafeteria, two private dining rooms, Java City coffee shop, and the C-Store, a convenience store. MSC has administrative, storage, and sales space for the Campus Bookstore and sorting and retail space for the Campus Post Office as well as a loading to accommodate these two operations. MSC also has student lounge space adjacent to Java City and the C-Store, a conference room and sixteen administrative offices used by Student Accounts, and Business and Finance. The private dining facilities in MSC are used by both on-campus and off-campus groups. MSC has 26,493 net
Sanford Hall (number twenty-three on the campus map) Sanford Hall (SAN) was completed in 1931 and was last renovated in 2000. SAN houses the offices of the Registrar, Financial Aid, Disability and Testing Services, and Human Resources. In addition, SAN has testing facilities to accommodate students with learning disabilities, as well as a computer lab with 16 computers. SAN is listed on the National Registry of Historic Places. SAN has 18,405 net square feet of usable space.

Beth King Duncan Hall (number twenty-eight on the campus map) Beth King Duncan Hall is a residence hall that was completed in 1969 and last renovated in 2004. Duncan is currently vacant and was last used during the 2010-11 academic year (see Residence Life Four-Year Occupancy Report). Its future status is uncertain.

Lake House (number thirty on the campus map) The Lake House is a 2632 square foot recreational facility that was completed in 1942. The Lake House is used by both on-campus and off-campus groups.

Southwestern Oaks I Residence Hall (number forty-one on the campus map) Southwestern Oaks I is a residence hall reserved for Freshmen students that was completed in 2007. Southwestern Oaks I has a capacity of 206 students and has had a Fall term occupancy rate between 92% and 98% from 2009-2012. Southwestern Oaks I also has student lounge space, computer lab space, and wifi access. Southwestern Oaks I has 48,860 net square feet of usable space.

Southwestern Oaks II Residence Hall (number forty-two on the campus map) Southwestern Oaks II is a residence hall for upperclassmen that was completed in 2007. Southwestern Oaks II has a capacity of 207 students and has had a Fall term occupancy rate between 89% and 98% from 2009-2012. Southwestern Oaks II also has student lounge space, two computer labs with six computers each, and wifi access. Southwestern Oaks II has 47,541 net square feet of usable space.

Southwestern Pines Residence Hall (number forty-three on the campus map) Southwestern Pines is a residence hall for upperclassmen that was completed in 2008. Southwestern Pines has a capacity of 237 students and has had a Fall term occupancy rate of 90% to 95% from 2009-2012. Southwestern Pines also has student lounge space, a computer lab with 12 computers, and wifi access. Southwestern Pines has 75,495 net square feet of usable space.

Southwestern Magnolia I and Magnolia II Residence Halls (numbers forty-six and forty-seven on the campus map) Southwestern Magnolia I and II are a pair of residence halls for upperclassmen that were completed in 2009. The two halls have a total capacity of 300 (150 each) and have had a Fall term occupancy rate of 88% to 92% from 2009-2012. The Magnolias also have student lounge space, two computer labs with four computers each, and wifi access. The Magnolias have 75,186 net square feet of usable space, 38,593 each.

Administrative Support & Physical Plant Facilities

Wheatley Administration Building (number one on the campus map) Wheatley Administration Building (ADMN) was completed in 1918 and last renovated in 2008. The primary administration building on campus, ADMN houses the Office of the President, the Office of Academic Affairs, the Office of Admissions, and the Office of Institutional Effectiveness and Planning. ADMN also has a rotunda, an assembly hall that has a computer and projection system, a computer enabled classroom, and the President's conference room. The Assembly Hall is used by both on-campus and off-campus groups. ADMN is listed on the National Registry of Historic Places. ADMN has 22,836 net square feet of usable space.

Newman Alumni Center (number four on the campus map) Newman Alumni Center was completed in 1915 to be the residence of GSW's president, and was renovated into its current configuration in 2001. Newman Alumni Center houses the GSW Alumni Association, the GSW Foundation, and the administrative office of University Relations. Newman is listed on the National Registry of Historic Places. Newman has 2,799 net square feet of usable space.

Maintenance Building/Physical Plant Warehouse (number 19 on the campus map) The Maintenance Building/Physical Plant Warehouse (MAIN) was completed in 1968 and last renovated in 2005. MAIN houses the Office of Materials Management, Physical Plant Operations, and the Office of Procurement/Purchasing. MAIN has twenty-three administrative offices, and a conference room as well as workshop space and storage space. MAIN has 13,757 net square feet of usable space.

Morgan Hall (number twenty-four on the campus map) Morgan Hall (MOR) was completed in 1937 and last renovated in 1997. MOR houses the Office of Information and Instructional Technology, and has fourteen administrative offices, a conference room, and a computer lab. MOR is listed on the National Registry of Historic Places. MOR has 8,119 net square feet of usable space.

Herschel Smith Public Safety Building (number twenty-seven on the campus map) Herschel Smith Public Safety Building (HSB) was completed in 1966 and last renovated in 2012. HSB houses GSW's Office of Public Safety, GSW's campus police force. HSB has 3589 net square feet of usable space.

Another former residence of GSW's president and labeled as the Rosalynn Carter Institute (number five on the campus map) currently houses the Southwest Georgia offices of the Court Appointed Special Advocates Program (CASA). It has seven administrative offices, and 3526 net square feet of usable space.

Mary Lou Jordan Hall (number twenty-two on the campus map) is scheduled for demolition, although it is currently used by Diversco Services, GSW's custodial contractor. Flordie Chapel Gym (number eleven on the campus map) was completed in 1939 and is listed on the National Registry of Historic Places. Nonetheless, Flordie Chapel is currently vacant and in need of extensive renovation for which there is no funding at the present time. Deriso Swimming Pool (number thirty-three on the campus map) was completed in 1991, and is currently operated by the Americus Blue Tide, a local swimming team.
GSW also maintains a number of outdoor recreation facilities (see GSW Facilities Details pp. 34-37) for the use of students, faculty, staff, and, for the public on a limited basis. These include a baseball field used for intercollegiate men’s baseball and for baseball camps; a softball field used for intercollegiate women’s softball; two soccer fields one of which is used for intercollegiate men’s and women’s soccer, and one of which is used for intramural sports; a tennis court used for intercollegiate men’s and women’s tennis and which is open to students, faculty, staff, and the public; an intramural field; and a golf course used for men’s and women’s intercollegiate golf and which is open to students, faculty, staff, and the public. There is also a frisbee golf course adjacent to the Education Center and Magnolia Residence Halls, and a walking track adjacent to HHS2.

GSW’s Westbrook Belltower is a carillon on the lawn in front of Morgan Hall.

Parking Facilities

GSW has a total of 1815 parking spaces in twenty-seven parking lots. There are nine categories of spaces in these lots: Resident Student, Commuter Student, Faculty-Staff, Combined (where any of the previous three categories may park), Handicapped, Visitor, Reserved for Service Vehicles, Reserved for Public Safety Vehicles, and Other. The table below lists all lots and the number of spaces in each category. Note that approximately 3.6 % of the spaces are reserved for handicapped vehicles and that they are dispersed across campus. In addition, it should be noted that 79% of the are reserved primarily for students, 33% for on-campus residents.

<table>
<thead>
<tr>
<th>Location</th>
<th>Resident Students</th>
<th>Commuter Students</th>
<th>Fac-Staff</th>
<th>Combined</th>
<th>Handicapped</th>
<th>Visitor</th>
<th>Service Vehicles</th>
<th>Public Safety Vehicles</th>
<th>Other</th>
<th>Total</th>
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<td>MAIN &amp; Lake House</td>
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</table>

GSW Vehicles

GSW maintains a fleet of 32 vehicles used primarily for three purposes: maintenance services, public safety patrol, and shuttling students to off-campus locations, such as shopping centers (see GSW Vehicle Inventory 2013). In addition, GSW has a pick-up truck used by the Campus Post Office to move US and campus mail around campus, a Kia Sorrento used by the president and other administrators for off-campus travel, and a fifteen-passenger van that is available to faculty, staff, and students for off-campus travel. GSW employs a mechanic to do routine scheduled maintenance, and minor repairs on its fleet, and has a contract with a state-approved vendor for major repairs.

Campus Internet and Technology Services

GSW's high-speed network service to all buildings is provided by PeachNet and utilizes Internet2 technology. PeachNet is the statewide communications network supporting all USG Information Technology Services (ITS), including USG institutions and Georgia Public Library Service (GPLS) institutions. PeachNet infrastructure is being enhanced with greater fault-tolerance and increased efficiency on an ongoing basis by the ITS Network Services team. PeachNet provides our campus with Internet2 access and supports four classes of quality of service (QoS) enabled traffic from highest to lowest priority: voice, video, PeachNet, and general Internet. PeachNet's high speed Internet access allows high quality real-time video conferencing for distance learning classes, inter-library services such as GALILEO, the Desire 2 Learn Learning Management System, and Georgia ONmyLINE, USG's one-stop registration site for online courses and programs. Wireless
Internet is provided for students, faculty, and staff in the residence halls, library, dining hall, coffee shop, Student Success Center, and in many of the instructional spaces on our campus.

The Office of Information and Instructional Technology (IT) continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major technology infrastructure upgrades in the last five years include the replacement of core router/switch devices that allow faster connection between GSW’s two core devices, and a greater range of capabilities for the campus network, the segmentation of the campus data network into manageable units to increase efficiency and security, and the creation of a separate network for the residence halls that creates greater security for the business network and reduces competition for bandwidth between business users and residential users. The network firewall was also upgraded and deep packet inspection filtering was added to manage accessible web content, thus reducing virus and malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, GSW began migrating to Microsoft Exchange for campus email services, because the existing Linux SendMail system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange allowed for increased storage and enhanced services such as shared calendar, contact integration, and web-based connectivity. In addition to purchasing the necessary hardware and software, IT configured user accounts in such a way that existing email service was not interrupted. Existing email accounts were migrated from Eudora, which was no longer supported, to Outlook, allowing client connectivity to the Microsoft Exchange environment. IT upgrades faculty/staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty-staff machines. Public labs used by students are also upgraded on a rotating basis. IT is currently upgrading all campus users to Office 2010 at request of the user, or by asking users if they want the upgrade at the time of repairs.

IIT also maintains thirty-one computer labs on campus (see GSW Computer Labs Page).

GSW Education Program at Abraham Baldwin Agricultural College

GSW's School of Education operates a Bachelor of Science in Early Childhood Education at Abraham Baldwin College (ABAC) in Tifton, Georgia. ABAC is a state college member of the USG that offers associate degrees, as well as a limited number of bachelor's degrees, and that conforms to the same USG facilities and master planning policies as GSW. There are forty students currently in this program, all of whom are commuter students, although ABAC has residence hall facilities. The GSW program generally uses five to seven classrooms for the program each term, primarily scheduled in Conger Hall (number twenty-one on the ABAC campus map). Conger Hall is comparable to the academic buildings on GSW’s campus, and the classes on ABAC's campus are comparable to GSW's computer enabled classrooms (see ABAC Master Plan 2008 p. 22, and pp.77-82). GSW students have access to the same support services as other ABAC students, including library (see Core Requirement 2.9 for more information about library services) and academic support services. ABAC was approved by SACS/COC for a level change to offer bachelors degrees in 2008.

Master Planning

Board of Regents (BoR) Policy 9.2.2 requires that each University System of Georgia (USG) institution have a campus “master plan for campus development.” GSW’s first Facilities Master Plan was completed in 1997, covering a period of seven years through 2004. A second Facilities Master Plan was prepared in 2003 that covered the period through 2011. The current Facilities Master Plan was completed in 2010 and covers the period 2011-15. The process and the assumptions used in preparing the plan are discussed in the GSW Facilities Master Plan Presentation pp. 14-44. GSW’s Facilities Master Plan 2011 is predicated on a vision of increased enrollment with goals of a headcount of 4000 by 2015, and 5000 by 2020. In particular, the academic and academic support space are examined on pp. 15-30. The consultant's analysis led to the conclusion that the facilities existing in 2009 were adequate up to a headcount of 3000 with the exception of support space, and most types of space remained adequate up to a headcount of 4000, excepting support and laboratory space (see Facilities Master Plan Presentation pp. 40-41). With the completion of the Rosalyn Carter Health and Human Sciences Complex, which contains additional laboratory space for nursing, biology, and chemistry, and the repurposing of the Academic Center for Excellence (formerly the Nursing Building) to house support services, both the challenges identified by the consultants have been addressed adequately given the headcount of 2973 in fall 2012 (see GSW Fall Enrollment Report 2012.).

Maintaining the Campus

The facilities that require replacement and/or major renovations are identified for upgrades in the GSW Facilities Master Plan 2011 and the FY 2013 Minor Repair and Rehabilitation (MRR) Plant Projects document. Since 2004, the USG and GSW have invested approximately $140 million for construction and renovation of GSW facilities. Over $1.2 million MRR dollars are invested annually in our facilities.

GSW’s Physical Plant is responsible for maintaining all campus facilities. Maintenance of the GSW campus is accomplished by a Plant staff consisting of twenty-two positions, ninety percent of whom have been employed at GSW at least five years.

GSW uses the “ACT” Order system that receives and controls maintenance and repair requirements in an efficient manner. Our work order control staff are highly proficient at receiving both telephone and e-mail requests and monitoring each work request from start to finish. Should a work requirement not be accomplished within three days through a work order review process that involves the Senior Administrative Assistant, the Assistant Director for Operations and Maintenance, the Plant Director and occasionally the Vice President for Business and Finance, the status of the work order is traced with the delay problem identified and resolved. Residence Hall work requests and reasons for their delays are reported to the Vice President for Business and Finance, who meets weekly with the Plant Director, Senior Administrative Assistant, the Superintendent of contracted Janitorial Services, and the Assistant Director of Operations of Maintenance to discuss these operations. At this meeting, the status of Plant activities and projects are addressed with funding and project timing considerations in mind.

The GSW Physical Plant assisted the USG Facilities Office in developing a Preventive Maintenance Plan in 2002. The plan, which provides
for weekly, quarterly, biannual, and annual inspections and maintenance of crucial systems, has been in effect for nearly 12 years. Approximately seventy-five percent of our campus facilities were constructed during the 1970 to 1980 period, which generates high maintenance and repair costs. However, our facilities remain operational and serve their intended purposes well. Upgrades have occurred in various building and over the last 2 years, new energy savings equipment and control systems have been placed on line for use by the Physical Plant. Energy saving "Stimulus Package" grants and incentive programs were funded by the Federal, State, and private businesses. These monies were used to replace high cost lighting, outdated equipment, and our old computerized energy control systems. Net energy savings were reduced in 2011 and 2012 by an average of $250,000 per year. For more information on GSW's maintenance plans, see the Deferred Maintenance Schedule.

Sources (In Order of Appearance)

- GSW Campus Map 2013
- GSW Facilities Summary
- GSW Mission Statement on Website
- GSW Facilities Details
- GSW Facilities Master Plan 2011 (Page 69)
- GSW Facilities Master Plan 2011 (Page 97)
- GSW Computer Labs Page
- GSW Equipment Inventory 2012
- GSW Equipment Inventory 2013
- GSW Facilities Details (Page 31)
- GSW Residence Life Occupancy 2009-2012
- GSW Facilities Details (Page 34)
- GSW Facilities Details (Page 39)
- GSW Facilities Details (Page 41)
- GSW Facilities Details (Page 38)
- GSW Vehicle Inventory 2013
- Fac-Staff Computer Replace Inventory January 2013
- ABAC Conger Hall
- ABAC Campus Map
- ABAC Master Plan (Page 22)
- ABAC Master Plan (Page 77)
- BoR Policy 9_2_2 Campus Master Planning
- GSW Facilities Master Plan 2011-15 Presentation (Page 14)
- GSW Facilities Master Plan 2011 (Page 15)
- GSW Facilities Master Plan 2011-15 Presentation (Page 40)
- GSW Fall Enrollment Report 2012
- GSW Facilities Master Plan 2011
- GSW MRR Plant Projects FY 2013
- GSW Preventive Maintenance Schedule
- GSW Deferred Maintenance Schedule
- GSW Campus Map
- GSW Facilities Master Plan 2011-15 Presentation
- GSW Mission
3.1.1

**Institutional Mission**

The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

**Judgment**

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

**Narrative**

Georgia Southwestern State University's (GSW) current mission statement was revised as part of the process that yielded "Moving Forward: Cultivating Growth and Excellence," GSW's 2008-15 Strategic Plan. The mission review was carried out by a strategic planning task force appointed by the Vice President of Academic Affairs at the direction of GSW's President. The task force first reviewed the mission statement that existed at that time, which was judged to be wordy and dated. Before beginning to draft a new mission statement, the task force conducted a survey of students, faculty, staff, and alumni in which these constituents were asked to rank the applicability to GSW of keys words and phrases from University System of Georgia (USG) strategic planning and mission statements. The task force used the results of this survey as a guide to the concepts constituents felt were most applicable to GSW while drafting of a new mission statement (see Mission Statement Survey I Results). The new draft mission statement then became the subject of a new survey of students, faculty, staff, and alumni. Since 83% of respondents to the second survey agreed or strongly agreed with proposed statement, it was moved forward for approval by GSW's Administration and Faculty (see Mission Statement Survey II Results). The statement was approved by the Faculty Senate, the Deans' and Directors' Council, the Administrative Council, and at a General Faculty meeting.

GSW's current mission is rooted in its past as an agricultural school, but looks towards the future:

> Georgia Southwestern State University cultivates excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Georgia Southwestern State University is a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs.

"Moving Forward" operationalizes GSW's commitment to learning and teaching and to the intellectual, social, and personal growth of the institution's students, faculty, and staff as well as the surrounding community. GSW's previous mission statement grew from the previous strategic planning cycle of 2002-2007, and the current mission is scheduled for review in 2015, when the next strategic planning cycle begins.

The current mission has been approved by the Board of Regents of the USG. See BOR Actions August 2010 & BOR Minutes August 2010 (Page 8).

GSW's mission is displayed on its website, in its undergraduate and graduate bulletins, and in its Student and Faculty Handbooks.

**Sources** (In Order of Appearance)

- GSW Strategic Plan 2008-2015
- GSW Previous Mission Statement 2005
- GSW Mission Statement Survey I Results October 2009
- GSW Mission Statement Survey II Results November 2009
- GSW General Faculty Meeting Minutes April 2010 (Page 9)
- BOR Actions August 2010
- BOR Minutes August 2010 (Page 8)
- About GSW Web Page
- GSW UG Bulletin 2013-14 (Page 11)
- GSW Graduate Bulletin 2013-14 (Page 9)
- The GSWeathervane 2013-14 (Page 5)
- GSW Faculty Handbook 2013-2014 (Page 1)
- GSW Current Mission Statement
3.2.1

**Governance and Administration: CEO evaluation/selection**

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

**Judgment**

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

The Board of Regents (BoR) of the University System of Georgia (USG) is specifically responsible for selecting the presidents of the individual institutions that make up the USG, and the BoR publishes a procedure for selecting presidents. Presidents are evaluated by the Chancellor of the USG as part of the annual contract renewal process.

Kendall A. Blanchard, Georgia Southwestern State University’s (GSW) current President, served as interim president from January to June, 2007, and was appointed to the position permanently at the June 7, 2007 meeting of the BoR. Since the BoR procedure for selecting presidents does not allow interim presidents to be appointed permanently, Dr. Blanchard’s appointment required a vote to waive the procedure before he could be appointed (see BoR Minutes 7 June 2007).

Presidents of USG institutions work in one-year contracts and, therefore, must be reappointed by the BoR annually. While the official reappointment votes usually take place during executive sessions, President Blanchard, among others, was reappointed in open session on May 9, 2012 (see also reappointment letters for FY 2012, FY 2013, and FY 2014).

In addition to annual reappointment, Dr. Blanchard was evaluated by an external consultant, Robert H. Atwell, in 2010. Mr. Atwell was contracted by the Association of Governing Boards of Universities and Colleges to assist Errol B. Davis, former Chancellor of USG, with a performance evaluation of GSW’s president. Mr. Atwell’s evaluation process included a self-assessment completed by Dr. Blanchard, and a visit to GSW’s campus to interview Dr. Blanchard and “a wide range of GSW stakeholders including faculty, staff, students, alumni, and community leaders.” The campus visit occurred February 8-10, 2010, and the subsequent report to Chancellor Davis was submitted February 15, 2010.

**Sources** (In Order of Appearance)

- BOR Policy Manual 2.1 Election of Presidents
- BOR Policy Manual 2.2 Procedure for Selection of a President for USG Institutions
- BOR Policy Manual 2.3 Performance Assessment of Presidents
- BoR Minutes 7 June 2007 p158 (Page 158)
- BoR Reappointment Presidents May 2012 p5 (Page 5)
- Reappointment Letter Dr. Blanchard FY 2012
- Reappointment Letter Dr. Blanchard FY 2013
- Reappointment Letter Dr. Blanchard FY 2014
- Evaluation Dr. Blanchard Feb. 2010
- USG BOR Policy Manual Section 2
3.2.2.1

Governance and Administration: Governing Board Control: Mission

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission.

Judgment

☐ Compliance    ☐ Partial Compliance    ☐ Non-Compliance    ☐ Not Applicable

Narrative

The authority to approve the mission of Georgia Southwestern State University rests with the Board of Regents (BoR) of the University System of Georgia (USG) (see BOR Policy Manual 2.10 Institutional Mission). The institution's current mission was approved during the August 2010 BoR meeting. See also GSW Mission Statement.

Sources (In Order of Appearance)

- BOR Policy Manual 2.10 Institutional Mission
- BOR Meeting Minutes August 2010 (Page 8)
- GSW Current Mission Statement
3.2.2.2 Governance and Administration: Governing Board Control: Fiscal Stability

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

The Georgia State Constitution grants the Board of Regents (BoR) of the University System of Georgia (USG) sole "power and authority in said board to allocate and distribute the [funds allocated by the legislature] among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system," and is thus given sole responsibility for the fiscal stability of the USG and its member institutions. Furthermore, its Bylaws stipulate that the BoR "shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia" (BoR USG Bylaws Page 7). Section Seven of the BoR Policy manual outlines the specific mechanisms of fiscal control, including allocation of funds, auditing and reporting, creation of the USG Budget, and approval of tuition and fees. The BoR typically approves the USG Budget and allocations to individual institutions sometime after the Georgia Legislative session ends in April each year (see BoR Minutes for June 2009, June 2010, June 2011, May 2012, and May 2013).

In recent years, as state allocations to the USG have fallen or remained stagnant, the BoR has attempted to maintain the stability of the USG in two ways. In several years, the BoR has voted to increase tuition to offset reduced allocations from the state (see BoR Minutes for April 2009, May 2010, April 2011, and April 2013). The BoR also instituted a Special Institutional Fee to help further stabilize system revenue beginning in Spring Term 2009 (see BoR Minutes for December 2008 pages 2-4, May 2010, April 2011, April 2012, and April 2013). In 2012, the BoR passed a special resolution continuing the Special Institutional Fee for FY 2013.

The stability of GSW's budget can also be seen by the increase of its total budget from approximately $34.9 million in FY 2009 to approximately $45.1 million in FY 2014 (see also USG Budget Summaries for FY 2010, FY 2011, FY 2012, and FY 2013). In addition, GSW maintains an A2 bond rating from Moody's Investor's Service (see especially the Summary Rating Rationale on p. 1).

Sources (In Order of Appearance)

- Georgia State Constitution (Page 63)
- BoR USG Bylaws (Page 7)
- BoR Policy Manual Business and Finance General Policy
- BoR Policy Manual USG Budget
- BoR Policy Manual Tuition and Fees
- BoR Minutes June 2009 (Page 10)
- BoR Minutes June 2010 (Page 6)
- BoR Minutes June 2011 (Page 56)
- BoR Minutes May 2012 (Page 13)
- BoR Minutes May 2013 (Page 10)
- BoR Minutes April 2009 (Page 27)
- BoR Minutes May 2010 (Page 38)
- BoR Minutes April 2011 (Page 64)
- BoR Minutes April 2013 (Page 16)
- BoR Minutes December 2008 (Page 2)
- BoR Minutes November 2009 (Page 2)
- BoR Minutes May 2010 (Page 54)
- BoR Minutes April 2011 (Page 78)
- BoR Minutes April 2012 (Page 23)
- BoR Minutes April 2013 (Page 33)
- BoR Special Institutional Fee Resolution 2012
- FY 2009 USG Budget Summary
- FY 2014 USG Budget Summary
- FY 2010 USG Budget Summary (Page 2)
- FY 2011 USG Budget Summary
The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.2 fiscal stability of the institution.

Judgment

Compliance

Partial Compliance

Non-Compliance

Not Applicable

Narrative

The Georgia State Constitution grants the Board of Regents (BoR) of the University System of Georgia (USG) sole "power and authority in said board to allocate and distribute the [funds allocated by the legislature] among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system," and is thus given sole responsibility for the fiscal stability of the USG and its member institutions. Furthermore, its Bylaws stipulate that the BoR "shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia." (BoR USG Bylaws Page 7). Section Seven of the BoR Policy manual outlines the specific mechanisms of fiscal control, including allocation of funds, auditing and reporting, creation of the USG Budget, and approval of tuition and fees. The BoR typically approves the USG Budget and allocations to individual institutions sometime after the Georgia Legislative session ends in April each year (see BoR Minutes for June 2009, June 2010, June 2011, May 2012, and May 2013).

In recent years, as state allocations to the USG have fallen or remained stagnant, the BoR has attempted to maintain the stability of the USG in two ways. In several years, the BoR has voted to increase tuition to offset reduced allocations from the state (see BoR Minutes for April 2009, May 2010, April 2011, and April 2013). The BoR also instituted a Special Institutional Fee to help further stabilize system revenue beginning in Spring Term 2009 (see BoR Minutes for December 2008) and continuing through the current fiscal year (see BoR Minutes for November 2009 pages 2-4, May 2010, April 2011, April 2012, and April 2013). In 2012, the BoR passed a special resolution continuing the Special Institutional Fee for FY 2013.

The stability of GSW's budget can also be seen by the increase of its total budget from approximately $34.9 million in FY 2009 to approximately $45.1 million in FY 2014 (see also USG Budget Summaries for FY 2010, FY 2011, FY 2012, and FY 2013). In addition, GSW maintains an A2 bond rating from Moody's Investor's Service (see especially the Summary Rating Rationale on p. 1).
3.2.2.3

Governance and Administration: Governing Board Control: Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Board of Regents (BoR) of the University System of Georgia (USG) is vested with the government, control, and management of all the institutions in the system by the Georgia State Constitution. The BoR exercises its authority by making general policies for the entire USG in the areas of institutional governance, academic affairs, student affairs, public service, research, finance and business, personnel, facilities, records, publications, and information technology, which are gathered in the BoR Policy Manual. BoR Policy is carried out by the Chancellor and other officers of the USG, and by the Presidents, who are the executive heads of the USG institutions (see USG Organizational Chart).

Each President of a USG institutions is expressly authorized in the BoR Bylaws to be "the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution. He or she shall be responsible to the Chancellor or his/her designee for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor" (see also BoR Policy 2.5 Presidential Authority and Responsibilities). Moreover, the Presidents are also expressly granted authority "to develop the organizational structure required to effectively manage their institution" (see GSW Organizational Chart).

GSW Foundation and BoR Policy

The GSW Foundation is a Cooperative Organization under BoR Policy 12.5, and the Foundation conforms to the requirements of this policy. In addition, Section 17 of the BoR Business Procedures Manual describes the specific procedures that ensure compliance with BoR Policy 12.5 (see also CR 2.11.1 for description of auditing procedures.).

Auxiliary Services at GSW

Auxiliary Services are described in Section 15 of the BoR Business Procedures Manual. GSW operates Housing, Food Services, a Campus Bookstore, Health Services, Transportation and Parking, and Other Service Units, including the Griffin Bell golf course and some vending operations in compliance with these procedures under the management of the Vice President of Business and Finance.

Sources (In Order of Appearance)

- Georgia State Constitution (Page 63)
- BoR Policy Manual Overview
- BoR Organizational Chart
- BoR USG Bylaws (Page 7)
- BoR Policy Manual Section 2.5 Presidential Authority
- BoR Policy Manual Section 2.7 Organizational and Structural Changes
- GSW Organizational Chart
- BoR Policy Manual Section 12.5
- BoR Business Procedures Manual on Affiliated Orgs
- BoR Business Procedures Manual Sec 15 Auxiliary Services
3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 institution's mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The legal authority and operating control of Georgia Southwestern (GSW) is clearly defined within the governing structure of Board of Regents (BoR) of the University System of Georgia (USG) with regard to its mission, its fiscal stability, and its policy. Specific substantiation of GSW's legal authority and operating control may be found below in Comprehensive Standards 3.2.2.1, 3.2.2.2, and 3.2.2.3.
3.2.3

Governance and Administration: Board conflict of interest
The governing board has a policy addressing conflict of interest for its members.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The Official Code of the State of Georgia (OCG) section 45-10-3 addresses the code of ethics for members of state boards, commissions, and authorities in a general way, including the Board of Regents (BoR) of the University System of Georgia (USG). OCG Section 45-10-40 applies specifically to the BoR, prohibiting its members from entering into any contracts with the USG either individually, or as a member of a corporation or partnership. Members found to be in violation of OCG Section 45-10-40 shall be guilty of a misdemeanor and will be subject to removal from the BoR (OCG 45-10-41).

The USG Human Resources Administrative Practice Manual also contains a Conflict of Interest Policy that states in part "An employee of the University System of Georgia shall make every reasonable effort to avoid even the appearance of a conflict of interest. This includes avoiding actual or apparent conflict of interests between his or her college or university obligations and his or her outside activities." The Regents are specifically designated for inclusion in this policy.

No member of the BoR has been removed from office for conflict of interest since GSW's last reaffirmation of SACS-COC accreditation in 2002 (see letter from J. Burns Newsome, USG Vice Chancellor of Legal Affairs, and BoR Secretary).

Sources (In Order of Appearance)
- OCGA 45-10-3 Ethics for Boards
- OCGA 45-10-40 BoR Conflict of Interest
- OCGA 45-10-41 BoR Removal for Conflict of Interest
- BoR Human Resources Manual: Conflict of Interest
- BoR Human Resources Manual: Conflict of Interest (Page 2)
- BoR Dismissal Letter July 2013
3.2.4

Governance and Administration: External influence
The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
As provided in the Constitution of the State of Georgia, members of the Board of Regents (BoR) are appointed by the Governor with the advice and consent of the State Senate (Article VIII Section IV Paragraph 1). However, the State Constitution grants neither Governor nor the State Senate the power to remove Regents from office unless they are in violation of state ethics or conflict of interest laws. Moreover, the Governor is explicitly forbidden to serve on the BoR. Since it is a public educational institution, Georgia Southwestern is subject to the establishment clause of the United States Constitution, and, therefore, generally free from undue religious influence.

According to BoR policy 12.1, “the Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution.”

Sources (In Order of Appearance)

- Georgia State Constitution (Page 63)
- BoR Policy 12.1 Political Interference
Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Georgia State Constitution (Article VIII. Section IV. Paragraph I. f.) stipulates that "removal from office of the members of the board of regents [BoR] shall be as provided by law." The Official Code of the State of Georgia (OCG) section 45-10-3 details a code of ethics for members of all public boards, commissions, and authorities, and section 45-10-4 provides for a hearing on ethics violations and for dismissal from office upon a finding of guilt. OCG 45-10-4 specifically provides for judicial review of a finding of guilt to ensure fairness. OCG Sections 45-10-40 and 45-10-41 define specific conflict of interest standards for the BoR, prohibiting its members from entering into any contracts with the University System of Georgia (USG) either individually, or as a member of a corporation or partnership (OCG 45-10-40). Members found to be in violation of this law shall be guilty of a misdemeanor, will be subject to removal from the BoR (OCG 45-10-41), and have the right to appeal the verdict in court.

BoR Policy 8.2.20 also details an ethics policy for the USG, which explicitly applies to BoR members, but does not specify treatment of violations, since the state constitution provides for legal penalties for violations. Similarly, the USG Human Resources Administrative Practice Manual defines conflict of interest, but does not specify penalties. OCG 20-3-26 stipulates that a member of the BoR may be removed from office for non-attendance at board meetings.

BoR Bylaws also provide for the dismissal from BoR for non-attendance at meetings, and stipulate that the BoR's Executive and Compensation Committee will confer with non-attending members before removal from office.

As of July 2013, no BoR member had ever been dismissed under these statutes and policies (see letter from J. Burns Newsome, USG Vice Chancellor of Legal Affairs, and BoR Secretary).

Sources (In Order of Appearance)

- Georgia State Constitution (Page 63)
- OCGA 45-10-3 Ethics for Boards
- OCGA 45-10-4 Ethics Violations Hearings
- OCGA 45-10-40 BoR Conflict of Interest
- OCGA 45-10-41 BoR Removal for Conflict of Interest
- BoR Ethics Policy
- BoR Human Resources Manual: Conflict of Interest
- OCGA 20-3-26 Attendance
- BOR USG Bylaws Removal (Page 2)
- BoR Dismissal Letter July 2013
3.2.6

**Governance and Administration: Board/administration distinction**

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

**Judgment**

- ☑ Compliance  
- □ Partial Compliance  
- □ Non-Compliance  
- □ Not Applicable

**Narrative**

The Board of Regents (BoR) determines the broad outlines of policy, while the Chancellor in consultation with the staff of the central University System of Georgia (USG) office, and the presidents in consultation with the deans and faculties at their institutions determine institution specific policies, and implement both BoR and institution specific policies. As stated in BoR Policy 3.1, "the Board of Regents shall rely on the Chancellor, the presidents of all USG institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning." In creating, reviewing, and revising BoR policy, the Regents seek advice not only from the Chancellor and his staff, but also from USG Advisory Committees for all areas of academic operations on which all institutions are represented. The revision of the BoR policy 3.3.1 on General Education provides a representative example of how USG policy is made and implemented (see also USG Academic and Student Affairs Handbook).

**USG Core Implementation 2008-12**

This example illustrates how BoR Policy is reviewed, revised, and implemented by member institutions. The example illustrates specifically that policy review and revision are collaborative activities carried out by the BoR and representatives of its member institutions, and that policy implementation and day-to-day operation occurs at the individual institutions.

The first priority of the current USG Strategic Plan is to "renew excellence in undergraduate education to meet students’ 21st century educational needs." Among the actions proposed to accomplish this strategic goal was a review and revision of the USG core curriculum framework, which governs most of the first two years of undergraduate study at USG institutions. This action was to be accomplished in the following way:

- Establish a core curriculum evaluation committee.
- Identify strengths and weaknesses of the current core.
- Establish innovative mechanisms for input into the committee’s deliberations and recommendations.
- Conduct a system-wide faculty survey on current core effectiveness.
- Establish a set of overarching learning goals to guide an institution’s student learning outcomes and core reform.
- Submit a committee report.
- Assist campuses in developing and assessing specific student learning outcomes that address the broader learning goals.

The core curriculum evaluation committee consisting of faculty and administrators representing all institutional types within the USG (Research Universities, Regional Universities, State Universities, State Colleges, and Two-Year Colleges) as well as staff from the Chancellor’s Office of Academic Affairs was appointed in 2008 to complete the task of proposing a revised core curriculum policy for the USG, which was approved by the Board of Regents in October 2009. At all stages of the policy review and revision process, the faculty and administrators of member institutions were kept informed of progress and solicited for input by means of a USG maintained website, a listserv, and a blog. In addition, members of the committee made presentations on the review and revision process to the Regents’ Administrative Committee on Academic Affairs, a committee consisting of Provosts and Vice Presidents of Academic Affairs from all USG institutions. Meanwhile, the USG Vice Chancellor of Academic Affairs kept the BoR informed of the progress of the process.

The policy approved by the BoR in October 2009 allows greater flexibility than the previous policy, so individual USG institutions can align their General Education components with their individual missions and strategic plans (see BoR Minutes October 2009 p. 33-35; and BoR Actions October 2009). The policy also helps ensure that USG institutions are in compliance with SACS-COC Comprehensive Standard 3.5.1 by requiring each institution to establish college level learning outcomes for its Core curriculum and plans for assessing its Core. The plan for implementing this new policy went to the Presidents, Provosts, and Vice Presidents of Academic Affairs at all USG institutions in spring 2010, and required each institution to review its Core curriculum for compliance with the new policy and for alignment with the institution’s mission, and to establish college-level learning outcomes for each area of the Core for implementation in Fall Term 2011 by four-year institutions. Proposed learning outcomes were reviewed and approved by the USG’s Council on General Education, which represents USG institutions on matters relating to the Core curriculum (see Council bylaws). The role of the Council on General Education was to advise institutions and ensure that proposed learning outcomes are college-level, not to dictate what the learning outcomes should be or how many there should be for each area.

At GSW, a committee was appointed under the leadership of the Dean of Arts and Sciences to review the Core curriculum and to propose learning outcomes for each Core area. This committee completed its work during the 2010-11 academic year and GSW’s Learning Outcomes were approved by the USG Council on General Education during summer 2011. Another committee under the joint leadership of the Dean of Arts and Sciences and the Dean of Computing and Mathematics has drafted and implemented an assessment plan for the revised GSW Core, which is an institutional implementation matter not subject to USG approval (see GSW General Education Assessment Manual). GSW’s general education assessment plan went into effect during the 2011-12 academic year (see CS 3.5.1 for more information).
Establish a core curriculum evaluation committee.
Submit a committee report.
Conduct a system-wide faculty survey on current core effectiveness.
Identify strengths and weaknesses of the current core.
Establish innovative mechanisms for input into the committee.

At GSWS, a committee was appointed under the leadership of the Dean of Arts and Sciences to review the Core curriculum and to propose new learning outcomes for each Core area. This committee completed its work during the 2010-2011 academic year.

The policy also helps ensure that USG institutions are in compliance with SACS Standard 3.5.1 by requiring each institution to establish college level learning outcomes for each area of the Core for implementation in Fall Term 2011.

The core curriculum evaluation committee represents USG institutions on matters relating to the Core curriculum (see USG New Core Implementation Website). Members of the committee are kept informed of progress and solicited for input by means of a USG maintained website, a listserv, and a blog. In addition, members of the committee made presentations on the review and revision process to the Regents and executives of member institutions.

The core curriculum evaluation committee represents USG institutions on matters relating to the Core curriculum (see USG New Core Implementation Website). Members of the committee are kept informed of progress and solicited for input by means of a USG maintained website, a listserv, and a blog. In addition, members of the committee made presentations on the review and revision process to the Regents and executives of member institutions.

The Board of Regents (BoR) determines the broad outlines of policy, while the Chancellor in consultation with the staff of the central University System of Georgia (USG) office, and the presidents in consultation with the deans and faculties at their institutions determine institutional missions and strategic plans.

Judgment and decision making functions of the governing board and the Academic and Student Affairs Handbook for all areas of academic operations on which all institutions are represented. The revision of the New Core: Next Steps is a representative example of how USG policy is made and implemented (see also BoR Minutes October 2009 (Page 2)).

The role of the Council on General Education (COC) Comprehensive Education (COC) provides a representative example of how USG policy is made and implemented (see also BoR Minutes October 2009 (Page 6)).

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The role of the Council on General Education (COC) Comprehensive Education (COC) provides a representative example of how USG policy is made and implemented (see also BoR Actions October 2009).
Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment
- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Southwestern State University (GSW) has a clearly defined organizational structure that divides the policy administration responsibilities into six basic areas: Academic Affairs, Business and Finance, Enrollment Management, Student Affairs, Athletics, and University Relations. Each of these administrative units is headed by a Vice President or a Director who reports directly to GSW's President (see GSW Administrative Organizational Chart). The organizational chart that represents the reporting structure of the university and the university statutes that contain descriptions of the administrative officers' responsibilities are both published on the GSW Website. Brief bios of GSW's administrative officers are also published on the website.

The President is the executive head of the University and of all its divisions and departments, exercises such supervision and direction as will promote the efficient operation of the University, and is responsible to the Chancellor of the University System for the operation and management of the University and for the execution of all directives of the Board of Regents and the Chancellor. See Job Description of President for more details.

The Vice President of Academic Affairs (VPAA) "is responsible for the instructional program of the University and certain support services, such as the library." The VPAA supervises the recruitment and assignment of faculty personnel, recommends leadership personnel in the academic areas to the President, and administers academic affairs both for faculty and for students on a daily basis. The VPAA serves as the chief administrative officer of GSW in the absence of the President. See Job Description of VPAA for more details.

The Vice President of Business and Finance serves as financial and administrative advisor to the President and other administrators, assists the President in the preparation of the budget, controls the budget operation, and prepares and publishes annual reports on the financial operations of the University. The Vice President of Business and Finance also oversees Auxiliary Services, Human Resources, Materials Management, Physical Plant Operations, Public Safety, and Student Accounts. See Job Description of Vice President of Business and Finance for more details.

The Vice President of Enrollment Management is responsible for all areas involving Admissions Policies, Procedures, and Practices for the University, Scholarships, and the Office of the Registrar, who is also considered an academic administrator. See Job Description of Vice President of Enrollment Management for more details.

The Vice President of Student Affairs is responsible for programs related to Student Counseling and Judiciaries, Student Activities, Residence Hall and Greek Life, Student Center Programs, Financial Aid, and Student Health Services, and is responsible for the daily administration of these programs and the general welfare of the students. See Job Description of Vice President of Student Affairs for more details.

The Director of Athletics is responsible for the organization and administration of the intercollegiate athletic programs, including assigning personnel, budgeting, scheduling athletic contests and facilities, recruiting athletics, and maintaining of the overall quality of athletic programs. See Job Description of Director of Athletics for more details.

The Director of University Relations is responsible for the Office of Public Relations, general public relations functions, and the GSW Website. See Job Description of Director of University Relations for more information.

Sources (In Order of Appearance)

- GSW Administrative Officers Org Chart 2013
- GSW Faculty Handbook 2013-2014 (Page 164)
- GSW Administrators
- Blanchard Kendall President Job Description (Page 2)
- Adler Brian VPAA Job Description (Page 2)
- Hayes Gaye VPER Job Description
- Miller Sam VPSA Job Description (Page 2)
- Donovan Jaclyn AD Job Description 2013 (Page 2)
- Snyder Stephen Dir UR Job Description
- About GSW Administrators
Governance and Administration: Qualified administrative/academic officers
The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment
☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) has administrative and academic officers whose education, professional experience, and professional development activities qualify them to lead the institution. The GSW Administrative and Academic Organizational Chart displays the reporting structure of the institution’s administrative and academic officers; administration of off-campus and distance education is performed by the same officers.

All administrative and academic officers exceed the minimum qualifications for their positions as enumerated in the job descriptions on file in each employee's official personnel file. These job descriptions are reviewed and updated, if necessary, during annual performance evaluations. Official College Transcripts and current CVs for administrators are also part of their personnel files. GSW's Administrative and Academic Officers have prepared CVs for the purpose of this review that use highlighting to identify their specific qualifications for the positions they occupy. These highlighted CVs are included below.

<table>
<thead>
<tr>
<th>Name (highlighted CV linked)</th>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kendall A. Blanchard</td>
<td>President</td>
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<td>Vice President of Academic Affairs</td>
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<td>Associate Vice President Academic Support Programs</td>
</tr>
<tr>
<td>J. Kelly McCoy</td>
<td>Dean, College of Arts and Sciences</td>
</tr>
<tr>
<td>Elizabeth Wilson</td>
<td>Dean, School of Business Administration</td>
</tr>
<tr>
<td>Boris Pelsverger</td>
<td>Dean, School of Computing and Mathematics</td>
</tr>
<tr>
<td>Janice McWhorter</td>
<td>Interim Dean, School of Education</td>
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<td>Executive Director of the Rosalynn Carter Institute</td>
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<td>Executive Director of the GSW Foundation</td>
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Sources (In Order of Appearance)

GSW Admin-Acad Org Chart July 2013
Blanchard Kendall CV 2013
Blanchard Kendall President Job Description
Adler Brian CV 2013
Adler Brian VPAA Job Description
Tate Helen CV 2013
Tate Helen Associate VPAA Job Description
McCoy J Kelly CV 2013
McCoy J Kelly Dean CoA&S Job Description
Wilson Elizabeth CV 2013
Wilson Liz Dean SoBA Job Description
Pelsverger Boris CV 2013
Pelsverger Boris Dean SoCM Job Description
McWhorter Janice CV 2013
McWhorter Yevette Interim Dean Job Description
Daniel Sandra CV 2013
Daniel Sandra Dean SoN Job Description
Story-Huffman Mary CV 2013
Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution. Georgia Southwestern State University (GSW) has administrative and academic officers whose education, professional experience, and professional development activities qualify them to lead the institution. The GSW Administrative and Academic Organizational Chart displays the reporting structure of the institution's administrative and academic officers; administration of on-campus and distance education is performed by the same officers. All administrative and academic officers exceed the minimum qualifications for their positions as enumerated in the job descriptions on file in each employee's official personnel file. These job descriptions are reviewed and updated, if necessary, during annual performance evaluations. Official College Transcripts and current CVs for administrators are also part of their personnel files. GSW's Administrative and Academic Officers have prepared CVs for the purpose of this review that use highlighting to identify their specific qualifications for the positions they occupy. These highlighted CVs are included below.

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GA SYSTEMS INSTITUTE
3.2.9

Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Southwestern State University (GSW) publishes all its personnel policies, including those governing the search, employment, and performance evaluation processes on its Human Resources website and in a hardcopy Employment Handbook. While GSW has three principle types of employees, personnel policies for each type vary only slightly. Before describing GSW's search procedures, personnel policies and annual evaluation procedures, the three principal employee types need to be defined since differences in employee type affect these application of personnel policies and procedures.

GSW has two types of 12-month employees, exempt and non-exempt. Exempt employees are professional or administrative staff, who are paid monthly, while non-exempt are support staff paid biweekly. Faculty employees are the other principal type, who work under ten-month contracts from August through May that cover the Fall and Spring semesters, but may voluntarily work during Summer semester for additional pay. Faculty members are paid on the same schedule as exempt employees during the months that they are on duty.

Search Procedures

To initiate a job search, the supervisor to whom the new employee will report must request permission to fill a vacancy or to create a new position. In the case of refilling an existing vacant position, the request must include a current job description and a proposed advertisement for the position. In the case of a new position, the supervisor must compose a job description in consultation with the Director of Human Resources. For both exempt and non-exempt positions, a specific job description exists that corresponds to each individual employee. For faculty positions, the general description of a position is found in the GSW Faculty Handbook, while the specifics of a position are established by the advertisement for that position. No search can begin before the request to fill has been approved by the President.

Every search follows the same general procedure, including solicitation of applicants, review of applications, phone interviewing, and on-campus interviewing before the decision to make an offer is reached. For most non-exempt and some exempt positions, the supervisor conducts the search, while searches for senior administrators and for all faculty are conducted by ad hoc search committees, perhaps chaired by the supervisor but perhaps not. In any event, when a decision is made to extend an offer, the offer is extended verbally by the supervisor, and a formal letter of offer is issued only after the verbal offer has been accepted. All applicants who receive an offer of employment are subject to criminal background checks, so an offer, even when accepted in writing, may be rescinded as a result of a background check. GSW's Human Resources Office publishes search procedures guides for Classified Employees (exempt and non-exempt) and for Administrative and Faculty Employees. GSW Policies and Procedures related to hiring are consistent with the policies and procedures outline in the University System of Georgia (USG) Human Resources Manual (see USG HR Manual pp. 18-21).

Personnel Policies

The rights and responsibilities of employment at GSW are published on the Human Resources Website under the heading Personnel Policies. Links on the Personnel Policies page include the HR Classified Employees Handbook in PDF, the GSW Faculty Handbook, and the GSW Policy and Procedures Manual. The page also includes links to the USG’s Human Resources Policies and Procedures Manual, as well as the complete USG Human Resources Manual in PDF.

New employees are directed to the New Employee Online Orientation on the GSW Human Resources website. There are specific modules for Full-Time Staff and Faculty, and for Part-Time Staff and Faculty. In addition, all new faculty members are required to attend New Advisor Training during Southwestern Week prior to the opening of Fall Semester, and the Office of Academic Affairs provides each new faculty member with a hardcopy of the GSW Faculty Handbook.

Performance Evaluation

The USG requires that all employees of USG Institutions undergo a performance evaluation at least once a year. The purposes of the evaluations are for career development and to guide merit pay increase recommendations. At GSW, all types of employees undergo an annual performance evaluation that follows a consistent pattern. Each performance evaluation begins with an employee self-assessment submitted to the employee’s supervisor. The supervisor then reviews the employee self-assessment in preparation for completing his or her performance evaluation of the employee. After the supervisor has completed his or her performance evaluation of the employee, an appointment is scheduled in which the employee and supervisor review the employee’s performance evaluation, and the employee is given an opportunity to comment in writing on the evaluation. Completed evaluations, signed by the both the supervisor and the employee are submitted to Human Resources, or, in the case of faculty members, to the Vice President of Academic Affairs. All forms used in annual performance evaluation allow for the supervisor to give formative feedback to improve job performance to the employee and for the supervisor and the employee to agree upon goals for the next year. Supervisory employees also receive anonymous performance evaluations from their staff that their supervisors consider alongside their self-assessments when preparing each of their supervisees’ performance evaluations.

While all faculty members undergo periodic performance evaluations, the specific criteria used for evaluation depends upon whether the

whilefull-timefacultymembersareevaluatedon-teaching, scholarship, and service regardless of whether they are tenure-track or not. As part of their ongoing development, all faculty members receive student evaluations for all the courses they teach during Fall and Spring semesters that their supervisors use along with their self-assessments in preparing the faculty members’ annual evaluations. The specific criteria for the evaluation of teaching, scholarship, and service are defined in the GSW Faculty Handbook. The cumulative record of annual performance evaluations forms the basis upon which tenure-track faculty members are evaluated for tenure and promotion. The Tenure, Promotion and Post-Tenure processes are also described in the GSW Faculty Handbook.

GSW outsources its food service operations to Aramark and its custodial operations to Diversco Integrated Services.

Aramark

Aramark has recruitment policies that are consistent with GSW's policies, specifically in being an equal opportunity employer. Aramark also has personnel policies that are consistent with GSW's, including specific policies on conflict of interest, sexual harassment, and environmental health and safety (see also personnel policies pp. 8-17). Aramark conducts a formative evaluation process that has a similar intent to GSW's, and specific guidelines have been negotiated between GSW and Aramark to allow GSW to replace campus managers employed by Aramark.

Diversco Integrated Services

Diversco Integrated Services is a division of ABM and, therefore, operates according to the ABM Personnel Policies that are consistent with GSW personnel policies. Diversco/ABM have recruitment policies that are consistent with GSW's policies, particularly in their commitment to equal opportunity employment. ABM also has policies on conflict of interest, workplace harassment (see also reporting unethical behavior), and health and safety (see also Employment Policies p. 46 and following). ABM conducts annual performance appraisals that follow a formative process directed towards employee professional development.

Sources (In Order of Appearance)

GSW HR Personel Policies webpage
GSW HR Classified Employee Handbook
Search Procedures Classified Staff
Search Procedures Administors & Faculty
USG HR Manual (Page 18)
Aramark Personnel Policies (Page 2)
Aramark Business Conduct Policy (Page 13)
Aramark Business Conduct Policy (Page 8)
Aramark Business Conduct Policy (Page 14)
Aramark Personnel Policies (Page 8)
Aramark Personnel Policies (Page 6)
Aramark Personnel Policies (Page 18)
Diversco/ABM Worker Policy Handbook (Page 94)
Diversco/ABM Worker Policy Handbook (Page 72)
Diversco/ABM Worker Policy Handbook (Page 92)
Diversco/ABM Worker Policy Handbook (Page 52)
Diversco/ABM Worker Policy Handbook (Page 54)
Diversco/ABM Worker Policy Handbook (Page 83)
Diversco/ABM Worker Policy Handbook (Page 46)
Diversco/ABM Worker Policy Handbook (Page 89)
Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

All administrative and academic officers are evaluated annually by their supervisor, and also periodically by the employees they supervise (see organizational chart). The President and Vice President of Academic Affairs are also evaluated annually by faculty and staff.

Annual Performance Evaluation

At GSW, all administrative and academic officers undergo an annual performance evaluation that follows a consistent pattern. Each performance evaluation begins with an employee self-assessment submitted to the employee’s supervisor. The supervisor then reviews the employee self-assessment in preparation for completing his or her performance evaluation of the employee. After the supervisor has completed his or her performance evaluation of the employee, an appointment is scheduled in which the employee and supervisor review the employee’s performance evaluation, and the employee is given an opportunity to comment in writing on the evaluation. Completed evaluations, signed by the both the supervisor and the employee are submitted to Human Resources, or, in the case of Deans and the Associate Vice President of Academic Affairs, to the Vice President of Academic Affairs. All forms used in annual performance evaluation allow for the supervisor to give formative feedback to improve job performance to the employee, and for the supervisor and the employee to agree upon goals for the next year. Supervisory employees also receive anonymous performance evaluations from their staff that their supervisors consider alongside their self-assessments when preparing each of their supervisees’ performance evaluations. Completed annual evaluations are kept in each administrator's official personnel file. The redacted samples below demonstrate how the process works for the three principal types of administrators at GSW.

- Sample of Vice President Annual Evaluation (from 2010)
  - Employee Self-Evaluation
  - Supervisor Evaluation

- Sample of Dean Annual Evaluation (from 2013)
  - Employee Self-Evaluation
  - Supervisor Evaluation

- Sample of Director Annual Evaluation (from 2012)
  - Employee Self-Evaluation
  - Supervisor Evaluation

Sources (In Order of Appearance)

- GSW Exempt Employee Evaluation Process
- Supervisor Evaluation Form
- GSW Org Chart September 2012
- Faculty Staff Evaluation of President
- Faculty Staff Evaluation of VPAA
- Monthly Employee Pre-Evaluation Form
- VP Self-Evaluation 2010
- VP Performance Evaluation 2010
- Dean Pre-Evaluation 2013
- Dean Annual Eval 2013
- Dean Pre-Evaluation 2012
- Director Pre-Evaluation 2012
- Director Performance Evaluation 2012
3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program.

Judgment

☐ Compliant  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University's (GSW) president, Dr. Kendall Blanchard, has ultimate responsibility for the institution's NCAA Division II athletic program (approved by NCAA in 2008), and exercises appropriate administrative and fiscal control over the program. Section 2.5 of the University System of Georgia’s (USG) Board of Regents (BoR) Policy Manual states that each USG president "shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution." GSW's Organizational Chart shows that the Athletic Director reports directly to the president as does the organizational chart of the GSW Athletic Department. Moreover, the job description of GSW's president specifically mentions this reporting structure, as does the job description of the GSW Athletic Director. In addition, the organizational charts and the job description of the Athletic Director show that GSW's Assistant Athletic Director for Compliance reports directly to the Athletic Director and, therefore, indirectly to GSW's president (see also GSW NCAA Division II Annual Report 2008 p. 2). As required by the NCAA, the institution also has a Faculty Athletic Representative who acts as "the key institutional liaison to the Athletic Department as well as the senior advisor outside the Athletic Department to the President on matters related to intercollegiate athletics” (see also GSW NCAA Division II Annual Report 2008 p. 3). GSW has been a member of the Peach Belt Conference since 2006.

GSW's president exercises appropriate control over athletics that complies with the requirements of NCAA Division II membership, including authority for hiring the athletic director, approving athletic policies and standards of conduct, supervising the Athletic Director, meeting regularly with the Athletic Director, receiving NCAA Compliance Reports, and conducting annual performance evaluation of the Athletic Director. The athletic director has been added to the Administrative Council, the senior administrative officers who meet with the president weekly (see Comprehensive Standard 3.2.7). GSW's president, Dr. Kendall Blanchard, has kept abreast of athletic issues by attending every NCAA annual meeting since 2007, and a special NCAA meeting for presidents and chancellors in 2010. Dr. Blanchard has also attended the Peach Belt Annual meetings since 2007, and the four conference presidents' meetings held during that same period. In addition, Dr. Blanchard served as conference president from July 2010 to July 2012, and currently serves on the Peach Belt executive committee as immediate past president.

GSW's president exercises appropriate control over fiscal matters that comply with the requirements of NCAA Division II membership, including approval of the athletics department's operating budget, and review of Fiscal Compliance Reports. All budgets and fundraising activities for the GSW’s Department of Athletics are under the control of the Director of Athletics and under the ultimate authority of the President of the University (see BoR Policy Manual section 2.5). The Hurricane Club booster organization receives all gifts made to the Department of Athletics and is administered by the Georgia Southwestern Foundation, Inc. as an entity separate from the University. Monetary gifts are deposited into restricted accounts maintained by the Foundation. To utilize these funds, a written request must be approved by the director of athletics, and the use of endowed funds must also be approved by the president. The BoR Policy Manual also outlines presidential oversight for private donations (see Section 7.4).

Sources (In Order of Appearance)

- NCAA Division II Approval 2008
- BOR 2.5 - Presidential Authority and Responsibilities
- GSW Administrative Org Chart July 2013
- GSW Athletics 2012-2013 Organizational Chart
- Blanchard Kendall President Job Description Athletics (Page 2)
- Donovan Jaclyn AD Job Description 2013 (Page 2)
- Ward Christina Asst AD Job Description (Page 2)
- GSW NCAA Division II Annual Report 2008 (Page 2)
- GSW Faculty Athletics Rep Job Description
- GSW NCAA Division II Annual Report 2008 (Page 3)
- Peach Belt Conference
- GSW NCAA Division II Self-Study 2006-07 (Page 9)
- GSW NCAA Division II Self-Study 2006-07 (Page 13)
- GSW NCAA Division II Self-Study 2006-07 (Page 16)
- GSW NCAA Division II Self-Study 2006-07 (Page 18)
- GSW NCAA Division II Self-Study 2006-07 (Page 19)
- Peach Belt Conference Executive Committee 2013
Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Presidents of University System of Georgia (USG) institutions, such as Georgia Southwestern State University (GSW), are empowered by the Georgia Board of Regents (BoR) to "be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution" (see BoR Policy Manual Section 2.5), which implicitly includes supervision of fundraising activities. USG Presidents are explicitly empowered to accept private donations on behalf of their institutions, and authorized "to execute those documents necessary to provide proper fiscal management of those funds accepted under [Section 7.4 of the BoR Policy Manual] and, at their discretion, to further delegate the authority to execute such documents to the chief business officers of the institutions." See also the job description of GSW's President.

Fundraising at GSW occurs through the GSW Foundation and GSW Alumni Association, both of which are coordinated by the Executive Director of the GSW Foundation who reports to GSW's president (see GSW Administrative Organizational Chart and GSW Foundation Executive Director Job Description). Athletic fundraising that takes place through the Hurricane Club is coordinated by the director of athletics who reports to the president; funds raised by the Hurricane Club are deposited in the dedicated account with the GSW Foundation that is under the control of the Athletic Director and the President (see Director of Athletics Job Description). As provided in the Bylaws of the GSW Foundation, GSW's President and Chief Financial Officer are members of its Board of Trustees.

GSW's procedures for accepting gifts are published on the University Relations page of the GSW website (see also GSW Foundation Ways to Give).

Sources (In Order of Appearance)

- BoR Policy Manual Presidents
- BoR Policy Manual Section 7.4 Gifts to USG Institutions
- Blanchard Kendall President Job Description Fundraising
- GSW Admin Org Chart July 2013 Fundraising
- Rowell Reda Exec Dir GSW Foundation Job Description
- Donovan Jaclyn AD Job Description 2013
- GSW Foundation Bylaws (Page 4)
- GSW Gifts Policies and Procedures
- GSW Foundation Ways to Give
- GSW Foundation Ways to Give
- GSW Gifts Policies and Procedures
- USG Policy Manual Presidential Authority
Governance and Administration: Institution-related foundations

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs, (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

The Georgia Southwestern College Foundation, Incorporated (GSW Foundation) was registered as a non-profit corporation in December, 1979 (see Articles of Incorporation); these Articles were amended once, in 1981. The corporation was created "to promote in various ways the cause of higher education in the State of Georgia, with particular emphasis on the development of Georgia Southwestern College" (article 3). Furthermore, article 3 of the GSW Foundation Articles of Incorporation states that "all references to Georgia Southwestern College shall be deemed to include any of its successor institutions, regardless of name." As provided in the Articles of Incorporation, the GSW Foundation operates in accordance with its bylaws. In addition, there is a provision of services agreement between Georgia Southwestern State University and the GSW Foundation that defines the relationship between the university and the foundation, the extent of liability arising from this relationship (section 7), and the purpose of the GSW Foundation's fund-raising activities. The GSW Foundation also operates in accordance with the Board of Regents (BoR) of the University System of Georgia Policy on Cooperative Organizations and adheres to the procedures outlined in section 17 of the BoR Business Procedures Manual. See also Core Requirement 2.11.1 for a description of consolidated audit procedures. Note also that the Executive Director of the GSW Foundation reports to GSW's president (see GSW Administrative Organizational Chart, and GSW Foundation Executive Director Job Description).

Sources (In Order of Appearance)

- GSW Articles of Incorporation 1979
- GSW Articles of Incorporation Amendments 1981
- GSW & GSW Foundation Prov Serv Agreement (Page 2)
- GSW & GSW Foundation Prov Serv Agreement (Page 3)
- GSW & GSW Foundation Prov Serv Agreement (Page 1)
- BoR Policy Manual Section 12.5
- BoR Business Procedures Manual on Affiliated Orgs
- GSW Admin-Acad Org Chart July 2013
- Rowell Reda Exec Dir GSW Foundation Job Description
3.2.14

Governance and Administration: Intellectual property rights
The institution’s policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

Judgment
☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
GSW has an Intellectual Property (IP) Policy that addresses the rights of faculty, staff, and students, as well as the university, in matters of ownership of IP. The policy also addresses the use of revenue derived from the ownership of IP, and specifies mechanisms for mediating disputes over the ownership of, or use of revenues derived from the ownership of IP. In addition, GSW’s policy conforms to the guidelines provided in the Board of Regents Policy Manual.

Students, faculty, and staff are made aware of their rights under GSW’s Intellectual Property Policy through university publications, including the Faculty Handbook, and The GSWeathervane Student Handbook.

As of September 2013, GSW has had no occasion to apply its IP Policy.

Sources (In Order of Appearance)

☑ GSW Intellectual Property Policy
☑ BoR Intellectual Property Policy
☑ GSW Faculty Handbook 2013-2014 (Page 42)
☑ The GSWeathervane 2013-14 (Page 34)
3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Each organizational unit of Georgia Southwestern State University (GSW) identifies expected outcomes, assesses the extent to which it achieves its expectations, and uses its assessment results to improve its operations. Documentary evidence to support this assertion may be found in the following subsections of this standard for educational programs, administrative support units, academic and student support units, units and individuals engaged in research, and community / public service units, respectively.
3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Each of Georgia Southwestern State University’s (GSW) undergraduate and graduate degree programs has an ongoing assessment plan that identifies expected outcomes for student learning upon program completion, and assesses the extent to which it achieves these outcomes. The evidence for improvement based on analysis of results exists as a two-part cycle of assessment reporting. Each program annually reports assessment results, and improvement actions based on analysis of reported results and each program undergoes a Comprehensive Program Review that examines the productivity, quality, and viability of the program over time and produces recommendations for improvement from external reviewers.

Each academic program has established program outcomes for student learning and both direct and indirect means of measuring the program’s effectiveness in reaching its student learning outcomes. Some programs assess all outcomes every year, while others assess a rotating subset of outcomes each year; nonetheless, student learning outcomes for all programs are assessed at least once every three years, and the assessment results and actions proposed in response to the results are reported annually. In addition, each program examines routine statistical data such as program retention, progression, and graduation rates annually that are provided by GSW’s Office of Institutional Research, and changes are sometimes made based on these data (see the GSW Factbook Index and GSW Deans and Chairs IR Data Index for a comprehensive list of data available to administrators and academic program coordinators). Prior to the 2012 annual report, annual report formats were variable and assessment reporting was sometimes dispersed throughout the report. At the beginning of the 2011-12 academic year, the Director of Institutional Effectiveness asked each program to produce an assessment summary that brought together the data and the actions resulting from analysis of the data in one place; these summaries were submitted in October 2011, and the summaries proved so useful to the Deans, the Director of Institutional Effectiveness and Planning, and the Vice President of Academic Affairs for ensuring that effective assessment is taking place that the summary became a regular feature of annual reporting. For the 2011-12 annual reports, the deadline for submission of annual reports from academic units was also moved back from May to October to allow more time for review of assessment data by faculty and assessment committees within units and the annual report format was revised to include the annual assessment summary. The summary includes assessment results for the previous academic year showing how many students met, exceeded, or did not meet the expectations for each measure for each program learning outcome assessed during that year and a summary of the faculty’s analysis of the results. The summary also includes proposed action plans for the current academic year and progress reports on action plans from previous academic years (see GSW Annual Report Template p. 7).

Each degree program undergoes a CPR every five to eight years depending upon whether the unit is externally accredited or not. These reviews are designed to address the big picture of how effectively programs are operating over time, and therefore programs are not required to submit a complete annual report during review years, only an annual assessment summary. The CPR process includes a self-study produced by the faculty who serve the program, and an external review process that leads to recommendations for long-term improvements to the program. GSW’s CPR process was revised during 2011, so detailed descriptions of the CPR process prior to 2011 and since 2011 are provided below.

Three sets of tables with links to program assessment documents are provided below. Table one provides a link to the current assessment plan for each program, which includes student learning outcomes, the strategies for measuring student learning outcomes, a description of how results are analyzed, and targets for attainment on the student learning outcome measures. Table One also includes links to the 2011 annual report for each program, and to each program’s 2011 assessment summary. Table Two has links to the 2012 and 2013 annual reports for each program, which should open to the beginning of the annual assessment summary. Table Three has links to the Program Self-Study, and External Review Report for each program’s last CPR.

Table One Annual Assessment
Table Two Annual Assessment Continued

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<td>PSYC-SOCI_AR_2012 Rev (Page 15)</td>
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<td>SoBA_AR_2013 (Page 13)</td>
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<td>SoE_AR_2013 (Page 14)</td>
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<td>SoBA Annual Assessment Summary 2010-11</td>
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<td>SoE_AR_2012 (Page 12)</td>
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</tbody>
</table>

Highlights from 2013 Annual Reports of Program Actions Based on Assessment Results

- Department of Chemistry
  - Initiated review of key chemistry concepts in capstone seminar sequence (see 2013 Annual report p. 9)
- Department of English and Modern Languages
  - Will begin review of program Student Learning Outcomes (SLOs) as a result of data from mapping course SLOs to program SLOs (see 2013 Annual Report p. 12)
- Department of Geology and Physics
  - Successfully completed action plan to use pre- and post-tests in selected courses (see 2013 Annual Report p.11)
- Department of Psychology and Sociology
- Psychology faculty will undertake a focused assessment of psychological statistics curriculum (see Annual Report pp.11-12)
- Department of Theater, Communication and Media Arts
  - Implement more focused self-assessment tools in selected classes to improve critical self-awareness in students (see 2013 Annual Report p. 19)
- Department of Visual Arts
  - Successful completion of action plan to require collaboration between drawing and glassblowing students (see 2013 Annual Report p.10)
- School of Business Administration
  - Continuation of action to improve outcomes of distance learning courses (see 2013 Annual Report p. 21)
- Department of Computer Science
  - Action Plan to improve communication skills of students using a self-assessment tool (see 2013 Annual Report pp. 50-51)
- School of Education
  - Action Plans that focus on assessment techniques in English and History secondary program courses EDRG 3060, EDSC 4060 and EDSC 4100 (see 2013 Annual Report p. 23)
- School of Nursing
  - Plan to require faculty development in Assessment Technology Institute Content Mastery Exams to facilitate identification of at risk students for special attention (see 2013 Annual Report p. 14)

### Table Three Comprehensive Program Review (CPR)

<table>
<thead>
<tr>
<th>Program</th>
<th>Last CPR Self-Study</th>
<th>Last CPR External Review Report</th>
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<td>BS in Political Science</td>
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### Sources (In Order of Appearance)

- GSW Fact Book Index
- GSW Deans and Chairs IR Data Index
- GSW Annual Report Template Revised 2013 (Page 7)
- GSW CPR Process Prior to 2011
- GSW Comprehensive Program Review Process 2011-2012
- BA in Dramatic Arts Assessment Plan 2013
- TCMA_AR_2011 (Page 16)
- DART_AssessmentSummary_2010-11
- BA ENGL Assessment Plan 2013
- E&ML_AR_2012 (Page 5)
- BA_ENGL_AssessmentSummary_2010-11
- BA HIST Assessment Plan 2013
- HAPS_AR_2011 (Page 6)
3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All administrative support service units participate in assessment in several ways. Each unit has established two types of outcomes, one set that measures strategic activities undertaken in response to GSW’s Strategic Plan, and one set that measures the ongoing activities of the unit to support students. Units use a mix of direct and indirect means to measure their effectiveness in reaching their outcomes. The report their results as well as any actions taken to improve outcomes identified as less effective than expected by the unit in an annual report submitted by unit heads to their direct supervisor and to the Director of Institutional Effectiveness and Planning. Depending on the unit, some submit annual reports approximately a month after the end of the fiscal year, and others during October. The decision on the reporting date is up to the unit and is based on the nature of the unit. For instance, most units reporting to the Vice President of Business and Finance draft and submit their reports during the summer after the close of the fiscal year, while the Office of Admissions drafts and submits its report in October after the fall enrollment census.

Two sections of the annual report specifically address these two sets of assessments. Section two reports “Progress Towards Strategic Goals,” and these outcomes are used not only to monitor the effectiveness of units in meeting their goals related to the institutional strategic plan, but also are collated by the Director of Institutional Effectiveness and Planning and the Institutional Effectiveness Subcommittee on Strategic Planning to measure the institution’s effectiveness in strategic plan implementation. Section three reports an “Annual Assessment Summary” of ongoing unit activities, including assessment results from the previous year, proposed actions to improve results in the future, and the status of previous action plans for improvement (see GSW Annual Report Template page 3, page 4, and page 7). The assessment activities of each Administrative Support Unit are reviewed once every three years by the Institutional Effectiveness Subcommittee on Unit Assessment to ensure assessment is taking place and to provide formative feedback to units (see Assessment Subcommittee of Institutional Effectiveness Committee Report December 2012). Note that the Office of the President prepares a report on its activities related to strategic planning, but does not have an assessment plan per se. Note also that the Vice President of Business and Finance produces a single annual report that summarizes the activities of several administrative support units, including Accounting Services, Auxiliary Services, Materials Management, Physical Plant, Public Safety, Procurement, and Student Accounts. The table below contains links to appropriate sections of Administrative Support Unit annual reports for FY 2012 and FY 2013. See also the Interim Report on GSW’s Strategic Plan produced by the Strategic Planning Subcommittee of GSW’s Institutional Effectiveness Committee.

|--------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|-----------------------------------|-----------------------------------|------------------------------------|

Sources (In Order of Appearance)

- GSW Annual Report Template (Page 3)
- GSW Annual Report Template (Page 4)
- GSW Annual Report Template (Page 7)
- IIEC Assessment Subcommittee Report December 2012
- B & F, AR, 2012 (Page 3)
- B & F, AR, 2012 (Page 4)
- B & F, AR, 2013 (Page 5)
- B & F, AR, 2013 (Page 7)
- HR, AR, 2012 (Page 3)
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- HR, AR, 2013 (Page 6)
- President, AR, 2012
- President, AR, 2013
- TechServices_AR, 2012 (Page 5)
- TechServices_AR, 2012 (Page 10)
3.3.1.3

Institutional Effectiveness: Educational Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 educational support services.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

All educational support units participate in assessment in several ways. Each unit has established two sets of outcomes, one that measures strategic activities undertaken in response to GSW’s Strategic Plan, and one that measures the ongoing activities of the unit to support students. Units use a mix of direct and indirect measures to assess their effectiveness in reaching their outcomes. They report their results annually as well as any actions taken to improve outcomes identified as less effective than expected by the unit in an annual report submitted by unit heads to their direct supervisor and to the Director of Institutional Effectiveness and Planning. Depending on the unit, some submit annual reports approximately a month after the end of the fiscal year, and others during October. The decision on the reporting date is up to the unit and is based on the nature of the unit. For instance, units reporting to the Vice President of Student Affairs draft and submit their reports during the summer after the close of the fiscal year when there are fewer students on campus, while units reporting to the Associate Vice President of Academic Affairs draft and submit their reports in October along with the academic units.

Two sections of the annual report specifically address these assessments. Section two reports “Progress Towards Strategic Goals,” and these outcomes are used not only to monitor the effectiveness of units in meeting their goals related to the institutional strategic plan, but also are collated by the Director of Institutional Effectiveness and Planning, and the Institutional Effectiveness Subcommittee on Strategic Planning to measure the institution’s effectiveness in strategic plan implementation. Section three reports an “Annual Assessment Summary” of ongoing unit activities, including assessment results from the previous year, proposed actions to improve results in the future, and the status of previous action plans for improvement (see GSW Annual Report Template page 3, page 4, and page 7). The assessment activities of each Student Support Unit are reviewed once every three years by the Institutional Effectiveness Subcommittee on Unit Assessment to ensure assessment is taking place and to provide formative feedback to units and the next review is scheduled to take place in 2013-14. Note also that the Vice President of Academic Affairs produces only a strategic planning summary, since all the unit reporting to the Office of Academic Affairs produce individual annual reports, including the Academic Resource Center, the Associate Vice President of Academic Affairs, Disability and Testing Services, the English Language Institute, James Earl Carter Library, and Student Support Services. The Writing Center contributes an assessment summary to the College of Arts and Sciences Annual Report, but does not have a separate strategic plan at this time. The table below contains links to appropriate sections of Administrative Support Unit annual reports for FY 2012 and FY 2013. See also the Interim Report on GSW's Strategic Plan produced by the Strategic Planning Subcommittee of GSW's Institutional Effectiveness Committee.
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<th>Academic-Student Support Unit</th>
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<td>Student Support Services</td>
<td>SSS_AR_2012 (Page 3)</td>
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<td>Writing Center</td>
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<td>CoAS_AR_2012 (Page 26)</td>
<td>Not Applicable</td>
<td>CoA&amp;S_AR_2013 (Page 31)</td>
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**Sources** (In Order of Appearance)

- GSW Annual Report Template (Page 3)
- GSW Annual Report Template (Page 4)
- GSW Annual Report Template (Page 7)
- Academic Affairs AR 2011-12
- Academic Affairs AR 2012-13
- ARC_AR_12 (Page 5)
- ARC_AR_12 (Page 1)
- ARC_AR_2013 (Page 5)
- ARC_AR_2013 (Page 8)
- Admissions_AR_2012 (Page 3)
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- AsstDeanStudents_AR_2012 (Page 3)
- AsstDeanStudents_AR_2012 (Page 5)
- StudAffairs_AR_2013 (Page 3)
- StudAffairs_AR_2013 (Page 5)
- AcademicSupportServices_AR_2012 (Page 4)
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- AcademicSupportServices_AR_2012 (Page 7)
- AcademicSupportServices_AR_2012 (Page 7)
3.3.1.4

Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its educational mission, if appropriate.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

While Georgia Southwestern State University’s (GSW) mission does not explicitly include research and GSW does not have any units devoted to research, individual units and faculty members participate in some sponsored research and some of GSW’s "selected master's and specialist degree programs" have program learning outcomes relating to disciplinary research (see GSW Mission Statement). Assessment of both sponsored research and graduate program learning outcomes occurs at the unit level, and results are reported in unit annual reports. Sponsored research programs also have external reporting requirements that are reviewed at the unit level, as well.

Sponsored Research

Sponsored research assessment at GSW relies on the reporting requirements of the sponsor and on the summary of reporting results in the appropriate annual report in section one on the State of Unit, or in section four on Highlights of Faculty/Staff Activities.

There is currently one individual faculty member at GSW who is the principal investigator on a sponsored research grant. Dr. Philip Szmedra, a Professor of Economics in the School of Business Administration, is named as the principal investigator on a grant from the International Diabetes Federation entitled “Using Community Theatre to Promote Diabetes Education and Prevention in Fiji.” The two-year grant began December 1, 2012 and has specific requirements for reporting and monitoring, but only the first progress report had been submitted at the time this report was submitted (see also Exhibit B for grant timeline and milestones). The preliminary results of the grant research will be reported in the School of Business Administration 2013-14 Annual Report that will be submitted in October 2014.

The Rosalynn Carter Institute (RCI), which is a public service organization housed at GSW (see narrative for CS 3.3.1.5), participates in some sponsored research related to its mission to promote the study and support of Caregiving. Each of the three current grants requires semiannual reports that have a common format, including an update on progress towards the objectives of the grant, challenges to achieving the objectives of the grant, and measurables delivered by the grant. The table below contains links to these sections in a sample semiannual report for each grant.

<table>
<thead>
<tr>
<th>Grant</th>
<th>Objectives Update</th>
<th>Challenges</th>
<th>Measurables</th>
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<tr>
<td>Alzheimer's Disease Supportive</td>
<td>ADSSP Grant Semiannual Report 2012 (Page 1)</td>
<td>ADSSP Grant Semiannual Report 2012 (Page 3)</td>
<td>ADSSP Grant Semiannual Report 2012 (Page 6)</td>
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<td>Georgia Care Grant</td>
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<td>Georgia Reach Grant</td>
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<td>GA Reach Semiannual Report 2013 (Page 3)</td>
<td>GA Reach Semiannual Report 2013 (Page 4)</td>
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</tbody>
</table>

See also RCI Annual Reports for 2010-11 and 2011-12.

Graduate Program Research

Four of GSW’s graduate programs have student program learning outcomes related to the research capabilities of program completers: the Master of Arts in English/Critical Literacy, the Master of Education, the Master of Science in Nursing, and the Education Specialist.

Master of Arts in English/Critical Literacy

The Master of Arts in English/Critical Literacy programs admits candidates in cohorts, and the first cohort was admitted and began coursework Summer Term 2011. Two of the program’s student learning outcomes address research: Know the essential literature of literacy studies, and recognize and solve problems in critical literacy. The first round of assessments based on the program’s assessment plan was completed during Summer Term 2013, and reported in the annual report of the Department of English and Modern Languages for 2012-13 (see Section Three Annual Assessment Summary). Final assessment of the research outcomes will occur after Fall Term 2013, when the first cohort completes the thesis/portfolio requirement (see MA in English curriculum sheet 2011-12).

Master of Science in Nursing

The Master of Science in Nursing (MSN) was implemented in Fall Term 2012 as part of a consortial arrangement between GSW, Clayton State University, and Columbus State University. After Spring Term 2013, Clayton State University withdrew from the consortium, but GSW and Columbus State chose to continue with an altered arrangement and curriculum. The revised MSN curriculum has a significant research component that will be assessed as detailed in the MSN assessment plan for 2013-14.
Master of Education

The School of Education admits candidates for the Master of Education (MED) in cohorts that typically begin coursework during summer term. Up until 2012-13, the MED curriculum included a required course in Methods of Educational Research, and a three course sequence of practica in which research methodology was applied. Program completers were assessed by means of a portfolio amassed during the program (see MED Portfolio Assessment). The results from the fourth MED cohort are provided to document how the assessment takes place. Results of the portfolio assessments as well as other assessment results are reported in section three of the School of Education's annual report (see MED Assessment Plan through 2013 and MED Assessment Plan 2013-14). During 2012, the Georgia Professional Standards Commission changed the requirements for graduate degrees that count towards professional development requirements for certified teachers in Georgia, and therefore, GSW's School of Education made significant changes to its MED curriculum (see MED Curriculum Sheet 2013-14). While the revised curriculum includes a significant research component, the first cohort to enter the program was admitted Summer Term 2013. Although an assessment plan is in place for the revised program, no assessment results will be available before summer 2014.

Education Specialist

The School of Education admits candidates for the Education Specialist (EDS) in cohorts that typically begin coursework during summer term. Up until 2012-13, the EDS curriculum included a required course in Field-Based Educational Research and a three course sequence of practica in which research methodology was applied. Program completers were assessed by means of a portfolio amassed during the program (see EDS Portfolio Assessment). The results from the fourth EDS cohort are provided to document how the assessment takes place. Results of the portfolio assessments as well as other assessment results are reported in section three of the School of Education's annual report (see EDS Program Assessment). During 2012, the Georgia Professional Standards Commission changed the requirements for graduate degrees that count towards professional development requirements for certified teachers in Georgia, and therefore, GSW's School of Education suspended accepting EDS candidates until significant revisions are made to the program curriculum. The GSW School of Education plans to admit its first cohort to the revised program for Summer Term 2014, and an assessment plan will be in place by that time.

Sources (In Order of Appearance)

- GSW Mission Statement
- Szmedra Grant 2013 (Page 3)
- Szmedra Grant 2013 (Page 1)
- Szmedra Grant 2013 (Page 4)
- Szmedra Grant 2013 (Page 5)
- Szmedra Grant Exhibit C
- Szmedra Grant Exhibit B
- ADSSP Grant Semiannual Report 2012 (Page 1)
- ADSSP Grant Semiannual Report 2012 (Page 3)
- ADSSP Grant Semiannual Report 2012 (Page 6)
- GA Care Semiannual Report 2011-12 (Page 1)
- GA Care Semiannual Report 2011-12 (Page 4)
- GA Care Semiannual Report 2011-12 (Page 5)
- GA Reach Semiannual Report 2013 (Page 1)
- GA Reach Semiannual Report 2013 (Page 3)
- GA Reach Semiannual Report 2013 (Page 4)
- RCI_AR_2011 (Page 3)
- RCI_AR_2012 (Page 3)
- MA ENGL Assessment Plan 2013
- MA in English curriculum sheet 2011-12
- MSN Assessment Plan 2013
- MED Curriculum Sheet 2012-13
- MED Portfolio Assessment
- MED Final Lesson Plan Summary Report
- MED Program Assessment Plan through 2013
- MED Program Assessment 2013-14
- MED Curriculum 2013
- EDS Curriculum Sheet 2012-13
- Eds Portfolio Assessment
- EDS Portfolio Work Sample Summary 2013
- EDS Program Assessment Plan 2012-inactive
3.3.1.5

Institutional Effectiveness: Community/Public Service

3.3 Institutional Effectiveness 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness) 3.3.1.5 Community/public service within its mission, if appropriate. Note: Community/public service within an institution’s mission normally includes (1) centers and institutes that focus on community needs and (2) units and formal programs that deliver the outreach mission.

Judgment

[Compliance] [Partial Compliance] [Non-Compliance] [Not Applicable]

Narrative

While community and public service are not explicitly mentioned in Georgia Southwestern State University’s (GSW) mission, the institution interprets encouraging the intellectual, personal, and social growth of the community as its rationale for providing community outreach and public service. GSW’s community outreach and public service activities are also consistent with the core mission of University System of Georgia (USG) State Universities “to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university’s scope of influence” (see USG Core Mission for State Universities.). Outcomes, assessment, and improvement of community outreach and public service programs are conducted at the unit level, and some activities of individual units are included in the assessment of Goal Three of the current GSW Strategic Plan: Cultivating Community Partnerships. The three GSW units that engage primarily in community outreach and public service are Continuing Education, the Center for Business and Economic Development (CBED), and the Rosalynn Carter Institute (RCI).

Continuing Education and RCI submit annual reports that describe both activities undertaken in response to GSW’s Strategic Plan and the assessment of ongoing activities to achieve their unit missions, while CBED produces quarterly reports its activities and plans. In addition, the community outreach activities of GSW Fine Arts departments and of GSW-TV are embedded in the annual reports of the units that conduct the activities. See list of reports below.

CBED

- CBED Quarterly Reports 2008
- CBED Quarterly Reports 2009
- CBED Quarterly Reports 2010
- CBED Quarterly Reports 2011
- CBED Quarterly Reports 2012

Continuing Education

- CE_AP_2011
- ContinuingEducation_AR_2012 (Page 4)
- ContinuingEducation_AR_2012 (Page 6)
- CE Annual Report 2013 (Page 4)
- CE Annual Report 2013 (Page 6)

Rosalynn Carter Institute

- RCI_AR_2011 (Page 7)
- RCI_AR_2011 (Page 11)
- RCI_AR_2012 (Page 13)
- RCI_AR_2012 (Page 15)
- RCI_AR_2013 (Page 17)
- RCI_AR_2013 (Page 19)

Department of Music

- MUSC_AR_2011 (Page 2)
- MUSC_AR_2011 (Page 8)
- MUSC_AR_2012 (Page 2)
- MUSC_AR_2012 (Page 5)
- MUSC_AR_2013 (Page 2)
- MUSC_AR_2013 (Page 5)

Department of Theater, Communication, and Media Arts

- TCMA_AR_2011 (Page 3)
Sources (In Order of Appearance)

- GSW Current Mission Statement
- USG Core Mission for State Universities
- GSW Strategic Plan 2008-2015 (Page 4)
- CBED Quarterly Reports 2008
- CBED Quarterly Reports 2009
- CBED Quarterly Reports 2010
- CBED Quarterly Reports 2011
- CBED Quarterly Reports 2012
- CE_AP_2011
- ContinuingEducation_AR_2012 (Page 4)
- ContinuingEducation_AR_2012 (Page 6)
- CE Annual Report 2013 (Page 4)
- CE Annual Report 2013 (Page 6)
- RCI_AR_2011 (Page 7)
- RCI_AR_2011 (Page 11)
- RCI_AR_2012 (Page 13)
- RCI_AR_2012 (Page 15)
- RCI_AR_2013 (Page 17)
- RCI_AR_2013 (Page 19)
- MUSC_AR_2011 (Page 2)
- MUSC_AR_2011 (Page 8)
- MUSC_AR_2012 (Page 2)
- MUSC_AR_2012 (Page 5)
- MUSC_AR_2013 (Page 2)
- MUSC_AR_2013 (Page 5)
- TCMA_AR_2011 (Page 3)
- GSW Rylander Partnership Report 2012
- TCMA_AR_2012 (Page 3)
- TCMA_AR_2012 (Page 9)
- TCMA_AR_2013 (Page 3)
- TCMA_AR_2013 (Page 8)
- VART_AR_2011 (Page 12)
- VART_AR_2011 (Page 17)
- VART_AR_2012 (Page 12)
- VART_AR_2012 (Page 5)
- VART_AR_2013 (Page 3)
- TechServices_AR_2012 (Page 9)
- TechServices_AR_2012 (Page 9)
3.4.1

Educational Programs: All: Academic program approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Each credit-bearing, educational program at Georgia Southwestern State University (GSW) has gone through two separate approval processes: at the institutional level and also at the University System of Georgia (USG) level. The processes ensure that GSW faculty, GSW administrators, USG administrators, and the Georgia Board of Regents (BoR) have been consulted and have approved all programs. The GSW process begins at the academic unit level and progresses to final approval by the BoR. USG Program Approval is a two-stage process that begins before GSW’s institutional approval process with a Program Prospectus. According to the description from the USG Office of Academic Programs,

A program prospectus is the initial submission of a potential degree and/or major that the institution deems a priority. The prospectus must meet a clear need for the University System, state, and service region of the institution and should be tied to the state’s economic development and other major statewide initiatives (e.g., Complete College Georgia). The prospectus requires institutions to provide evidence of how a proposed degree and/or major meets various needs and does not warrant unnecessary program duplication. The prospectus is designed to allow institutions to submit program ideas for feedback without incurring expenditures of resources toward the development of a new program proposal. The prospectus will undergo a preliminary review through the system office. After review of the prospectus has concluded, an institution will be sent notification indicating whether a formal proposal is invited (See USG New Program Review Process).

Only new programs for which a formal proposal has been invited proceed to GSW’s Institutional Approval Process.

GSW Institutional Process

The approval of an academic program at GSW begins with a proposal from an academic unit to add a new program. Since the addition of a program is a substantive change, academic units begin the approval process by consulting GSW’s SACS-COC Liaison to determine a timetable for approval that will allow full approval and substantive change notification prior to implementation (see GSW Substantive Change Policy). GSW’s SACS-COC Liaison also advises programs on the next steps in the approval process, and these next steps depend upon the type of program being proposed. All program approvals use the same proposal form regardless of the type of program, which includes signature lines for all the possible levels of approval. The first signature necessary for any proposed new program is the signature of the administrative head of the academic unit proposing the program, and the second is the signature of GSW’s SACS-COC Liaison, which denotes that he or she has reviewed the proposal.

If the program is a teacher education program, it must be approved first by the Teacher Education Council (TEC), which consists of faculty members from the School of Education, from departments in the College of Arts and Sciences that have secondary teacher certification programs, and from the Department of Mathematics. The TEC approves new programs at both the undergraduate and graduate level to ensure that they conform to the requirements of the Georgia Professional Standards Commission and the National Council for Accreditation of Teacher Education Programs (NCATE). Once the program has been approved by the TEC, it proceeds to either the Committee on Academic Affairs (CoAA), if it is an undergraduate program, or the Committee on Graduate Affairs (CoGA), if it is a graduate program. Non-teacher education programs begin the approval process at either the CoAA or the CoGA, depending upon whether the program is an undergraduate or graduate program.

The CoAA was established by GSW University Statute to approve “substantive change to curriculum, reviews and advises on academic policies, reviews general education assessment reports, and oversees academic advising” (see University Statutes Article IV Section 4). The CoAA consists of eleven faculty members drawn from the College of Arts and Sciences, the School of Business Administration, the School of Computing and Mathematics, the School of Education, the School of Nursing, and James Earl Carter Library. The Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, and the University Registrar are ex-officio members of this committee, and the committee also has two student members appointed by the Student Government Association. The CoAA meets three to four times during both Fall and Spring semesters, depending upon the volume of business before the committee and the availability of a quorum of its members. Once a new undergraduate program has been approved by the CoAA and the proposal form has been signed by the Chair of CoAA, it proceeds to the Faculty Senate for approval.

The CoGA was also established by university statute to “be generally concerned with the quality of instruction and the development of curriculum and instructional facilities of the University in relation to graduate programs” (see University Statutes Article IV Section 4). The CoGA consists of eight members of the graduate faculty, the Vice President of Academic Affairs, the Dean of the Library, the Deans of all colleges or schools with graduate programs, and two students appointed by the Student Government Association. Since all colleges and schools currently have graduate programs in operation, all Deans are currently on the CoGA; however, since the volume of business brought before this committee is much lighter than that of the CoAA, the CoGA only meets once or twice a semester. As with the CoAA, once a new graduate program has been approved by the CoGA and the proposal form has been signed by the Chair of the CoGA, it proceeds to the Faculty Senate for approval.
GSW’s Faculty Senate was established by University Statute to “advise the University on matters relative to the life of the University, and to facilitate the work of the faculty” (see University Statutes Article IV Section 2). The Faculty Senate is an elected body with each college or school being represented roughly in proportion to the number of faculty in each: the College of Arts and Sciences elects seven senators, the School of Business Administration two senators, the School of Computing and Mathematics one senator, the School of Education two senators, the Library one senator, and the School of Nursing one senator. GSW’s President and the Vice President of Academic Affairs are ex-officio members of the Faculty Senate. The Faculty Senate meets monthly during fall and spring semesters. Once a new program proposal has been approved by the Faculty Senate and the proposal form has been signed by the Secretary of the Senate, it proceeds to the full faculty for approval at a general faculty meeting.

By University Statute, the General Faculty meets at least once during Fall semester and once during Spring semester (See University Statutes Article III Section 11), and in practice, these meetings usually occur during early December and late April or early May. Once a new program proposal has been approved by the Faculty and the proposal form has been signed by Vice President of Academic Affairs in his or her role as the Dean of the Faculty, a formal program proposal is submitted to the USG Office of Academic Programs for approval. Formal program proposals are submitted to the USG by the President of the institution. At every level of approval, the institutional process calls for approval and input from both the faculty and the administration of the institution.

USG Formal Program Approval Process

As noted above, the USG New Program Approval process is a two-stage process that includes a Program Prospectus and a Formal Proposal. The Program Prospectus stage occurs before GSW’s institutional process begins, and only new programs for which a Form Proposal has been invited proceed to the institutional process. The Formal Proposal “involves a full, detailed narrative of the proposed program.” The formal proposal will require institutions to answer questions involving the following categories as delineated below:

- Program description and objectives
- Program's fit with institutional mission
- Program justification
- Curriculum
- Admissions criteria
- Assistantship availability (if applicable)
- Student learning outcomes
- Program administration
- Degree Credit-Hour Waiver (if applicable)
- Projected enrollments
- Faculty inventory and workload
- Fiscal and Facilities Impact with Estimated Budget
- New and Online Program Delivery Questions (if applicable) (See USG Formal Proposal.).

Formal program proposals are subject to review by the USG office of Academic Programs, which arranges for external review, before being submitted to the BoR Committee on Academic Affairs for final approval (see BoR Minutes August 2011 pp 6-8). Once final approval has been secured from the BoR, GSW’s SACS-COC Liaison sends notification of the new program to the commission. (See also BoR Policy 3.6 Creation of Programs & USG Academic and Student Affairs Handbook Section 2.3.2 on New Programs.)

The only example of the implementation of both the GSW and the USG program approval processes since the BoR implemented its current process in August 2011 was the approval of the Master of Science in Nursing Program. Since the GSW School of Nursing was asked to prepare a Formal Proposal during the latter part of Fall Semester 2010. The proposal was drafted and approved by the CoGA during Spring Semester 2011 (see GSW MSN Institutional Proposal), and was approved at GSW's General Faculty meeting on April 29, 2011. GSW's Formal Proposal was approved by the BoR on November 9, 2011 for implementation during Fall Semester 2012 (see also Memorandum of Understanding between Clayton State University, Columbus State University, and GSW).

Sources (In Order of Appearance)

- USG New Program Review Process
- GSW Faculty Handbook 2013-2014 (Page 69)
- GSW New Program Proposal Form
- GSW Faculty Handbook 2013-2014 (Page 169)
- GSW Faculty Handbook 2013-2014 (Page 173)
- GSW Faculty Handbook 2013-2014 (Page 168)
- USG Formal Proposal New Degree Program F2F
- BoR Minutes August 2011 New Program Review (Page 6)
- BoR Policy Manual: Creation of Academic Programs
- USG Academic & Student Affairs Handbook: New Programs
- GSW MSN Institution Program Proposal Spring 2011
- General Faculty Meeting Minutes 29 April 2011 MSN Approval (Page 8)
- GSW MSN Formal Proposal
- BoR Minutes November 2011 MSN Approval (Page 5)
3.4.2

Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) partially delivers on its mission to encourage "the intellectual, social, and personal growth of..." the community" through the Division of Continuing Education, the GSW Center for Business and Economic Development, the Rosalynn Carter Institute, GSW TV, and various enrichment activities sponsored by academic departments and other units of the university. These activities at GSW are also consistent with the core mission of University System of Georgia (USG) State Universities "to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university’s scope of influence" (see USG Core Mission for State Universities). Specific activities are described below.

Continuing Education

The Division of Continuing Education manages non-credit educational programming at GSW. Continuing Education offers both non-credit and career-related professional credit courses through workshops, certificate programs, conferences, seminars, online programming, and other formats all designed to cultivate excellence in learning and teaching. All GSW non-credit programming adheres to the principles and guidelines found in the USG Continuing Education Manual (see especially pp.4-10 on Continuing Education Units).

Continuing Education offers programming in the areas of Kids' Programming; Career Development; Life and Leisure; Computer: Health, Fitness and Sports, Travel with GSW: and Real Estate and Appraisal as well as customized training. These programs serve not only GSW Students, Staff, and Faculty, but also the surrounding community. In addition to on-site and online classes, Continuing Education serves the community as the University contact for all outside groups utilizing campus facilities and resources. The wide range of Continuing Education programs delivered on-site and online that is best illustrated by a list of the programs on offer during 2012-13:

Classes for Children
- Online Video Game Making Classes for Kids
- Private Guitar Lessons

Career Development
- Online Certificate of Office Administration
- Online Computer Science Certificate Program
- Online PLU-Approved Courses for Teaching Professionals
- Project Management Certification Preparation
- Seminar/GSW Challenge Course
- Starting a Small Business/Writing a Business Plan (Offered in cooperation with the GSW Center for Business and Economic Development)

Life & Leisure
- Dog Obedience
- Cake Decorating
- AARP 55 Alive Driver Safety Program
- Intermediate Ballroom Dance
- Parents & Partners: Supporting Your Student's Transition to College
- Online High School Credit Recovery Courses
- ReadyMATH
- Beginning Glassblowing Classes
- iPad and iPhone Basics Class
- Private Guitar Lessons
- Sign Language
- Bridge
- Beginning Latin Dancing

Computer
- Design Your Own Website
- HELP! Troubleshooting
- Microsoft Access 2010
- Microsoft Excel 2010
Online Courses

- Microsoft PowerPoint 2010
- Microsoft Word 2010
- Online Computer Science Certificate Program
- PDF Files with Adobe Acrobat
- Welcome to the World of Computers
- Windows Vista & Windows 7
- Windows XP

Online Video Game Making Classes for Kids
- Online Computer Science Certificate Program
- Beginning Latin Dancing
- Growth Education 6 week short courses
- Windows Vista & Windows 7
- Windows XP

Online Courses

- Ed2Go 6 week short courses
- Growth Education 6 week short courses
- Workforce Training Certificate Programs

Health | Fitness | Sports

- Blended/Hybrid Personal Trainer Certification Course
- Georgia Motorcycle Safety Program: The Basic Course
- Pair Up for Racquetball
- Water Aerobics
- Zumba Gold

Travel with GSW

Real Estate and Appraisal

Through the end of the 2012-13 academic year, the Director of Continuing Education reporting to the Vice President of Academic Affairs in that position also served as the Director of Alumni Relations reporting to the President in that position. Beginning in 2013-14, the new Director of Continuing Education will report to the Dean of the School of Business Administration, and the previous Director will become full-time Director of Alumni Relations reporting the the Executive Director of the GSW Foundation. The change in leadership structure should improve the ability of the Director of CE oversee its public service and educational missions.

Center for Business and Economic Development

The Center for Business and Economic Development at GSW, housed in the School of Business Administration, provides support services to existing and potential business, economic development agencies, and local governments in the area served by Georgia Southwestern. This services and assistance include conducting and dissemination of business and economic research, consulting services, as well as training and development of staff, workforce, and management.

Activities of the Center for Business and Economic Development are undertaken by faculty of the School of Business Administration, Center staff, and students working under faculty guidance and supervision. These activities provide students with experience beyond the classroom and create an opportunity for the professional and technical capabilities resident in the university to be made available to the larger community.

A primary ongoing research activity of the Center is the quarterly cost of living survey, analysis, and report for the Americus-Sumter County area. The Center participates in the C2ER (The Council for Community and Economic Research, Cost of Living Index survey). The Center for Business and Economic Development also houses and supports activities of the Students in Free Enterprise program at GSW.

Rosalynn Carter Institute for Caregiving

The Rosalynn Carter Institute for Caregiving (RCI) is an advocacy, education, research, and service unit of GSW. RCI establishes local, state, and national partnerships committed to building quality, long-term, home and community-based services to support both professional and family caregivers. RCI focuses on helping caregivers coping with chronic illness and disability across the lifespan.

GSW TV

GSW has a long-standing agreement with the City of Americus "to provide the day to day management of the education and government access" cable television channel that is part of the city's contract with its cable television provider (see GSW TV Agreement). GSW-TV airs on Mediacom cable channel 16 (analog) and 82.1 (digital), and airs campus-oriented, as well as, community-based, educational programming (See GSW-TV Index). GSW’s Technology Services department oversees the operation of the channel, houses the production facilities, and provides 24 hour-a-day, seven day-a-week programming (see GSW TV Schedule). In 2010, programming also began being delivered online, in an "on-demand" format for viewers’ enjoyment. Examples of programming that airs are special campus lectures, concerts, plays, sporting events as well as community-based concerts, plays and special programs (See GSW TV On Demand).

Fine Arts Departments

Each of the three Fine Arts departments at GSW presents public events that are advertised in local media and open to public, some of which are on campus and some of which are held elsewhere. The Department of Theater, Communications and Media Arts (DTCMA) mounts dramatic performances principally in three performance spaces: the Experimental and the Fine Arts theatres on GSW’s campus and the...
Rylander Theatre in downtown Americus. Through the Rylander Partnership between GSW and the Rylander Theater, DTCMA mounts productions both on its own and in collaboration with the Sumter Players, Inc. The Department of Music sponsors performances by GSW music students and faculty, as well as professional musicians in Jackson Hall on the GSW campus and at the Rylander Theatre (see Department of Music Concert Schedule). Through the Community Music Program, the Department of Music faculty encourages the development of local youth and adult musicians. The Department of Visual Arts sponsors exhibitions by GSW students and faculty, as well as visiting artists using the gallery space in both the Fine Arts Building and James Earl Carter Library (see Department of Visual Arts gallery schedule).

Sources (In Order of Appearance)

GSW Mission Statement
USG Core Mission for State Universities
Continuing Education Website
USG Continuing Education Policy Manual (Page 4)
GSW Continuing Ed Customized Training
GSW video game class
GSW Guitar Lessons
GSW Online Office Admin Cert
GSW Online CS Cert
GSW Online PLU Courses for Educators
GSW Project Management Cert
GSW Ropes Course
GSW Small Business Course
GSW Dog Obedience
GSW Cake Decorating
AARP Alive 55
GSW Ballroom Dancing
GSW Parents College Transition Course
GSW Online HS Recovery Courses
Ready Math
GSW Glassblowing Class
GSW iPad Course
GSW Sign Language
GSW Bridge
GSW Latin Dance
GSW Website Course
GSW Troubleshooting Course
MS Access Course
MS Excel Course
MS Power Point Course
MS Word Course
Adobe PDF Course
GSW Basic Computer Intro
MS Windows Course
MS XP Class
GSW Continuing Ed Online Courses
GSW Growth Ed Courses
GSW Workforce Training Certificates
GSW Personal Trainer Course
GA Motorcycle Safety
GSW Racquetball
GSW Water Aerobics
GSW Zumba Gold
GSW Cont Ed Travel
GSW Continuing Ed Real Estate Courses
GSW CBED
GSW TV Agreement with Americus 1997
3.4.3

**Educational Programs: All:Admission policies**

The institution publishes admissions policies that are consistent with its mission.

**Judgment**

- Compliance  
- Partial Compliance  
- Non-Compliance  
- Not Applicable

**Narrative**

Georgia Southwestern State University (GSW) publishes admission policies that are consistent with its mission as a selective comprehensive state university with graduate programs (see GSW mission statement). The GSW Admissions website and the Undergraduate and Graduate Bulletins are the primary publications on academic admission policies and standards (see also GSW Main Web Page).

**University System of Georgia (USG) Admission Policies**

USG policies on admission requirements articulate minimum standards for admission requirements at all USG institutions, and these policies are published online in the Georgia Board of Regents (BoR) Policy Manual and the USG Academic and Student Affairs Handbook (USG AASA). Specifically, BoR Policy Section 4.2 addresses undergraduate admission requirements, while Sections 3.1 to 3.9 of the USG AASA addresses the same topic in more detail. GSW has requirements for Freshmen Admission, Transfer Admission, Transient Admission, Audit Admission, and Admission of Persons 62 or older that meet or exceed the minimum set by the USG.

**GSW Admissions Policies**

Currently, admission operates on a rolling basis with clear and published guidelines for any interested student. Students who do not meet the minimum standards have the opportunity to appeal to the Admission Committee for an exception admission review. Alternatively, incoming Freshmen who do not meet GSW minimum requirements can apply to the South Georgia Entry Program, which allows them to take classes from South Georgia State College on the GSW campus and qualify for admission to GSW after their freshmen year.

**GSW Freshmen Admission Requirements**

Freshmen are unconditionally admitted to GSW if they meet the Required High School Curriculum and have a minimum Freshmen Index (FI) of 1940 with minimum SAT scores of 430 Critical Reading and 400 Mathematics or minimum ACT scores of 17 on English and Mathematics. The FI is calculated only on the high school curriculum units required for all students. The High School grade point average (HSGPA) for the FI report is the sum of all quality points divided by the number of courses, rounded to two decimal places, and with a maximum not to exceed 4.0. The HSGPA is multiplied by 500 and added to the sum of the highest SAT Critical Reading and Mathematics score, or added to the ACT composite score which has been multiplied by 42 and had 88 added to it to give a value equivalent to the SAT scores. See GSW Admission Requirements Page and Undergraduate Bulletin pp. 15-34.

<table>
<thead>
<tr>
<th>SAT Example (Freshmen 2012 Cohort Means)</th>
<th>ACT Example (Freshmen 2012 Cohort Means)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Critical Reading Score</td>
<td>ACT Composite Score X 42 + 88</td>
</tr>
<tr>
<td>SAT Mathematics Score</td>
<td></td>
</tr>
<tr>
<td>496</td>
<td>970</td>
</tr>
<tr>
<td>491</td>
<td></td>
</tr>
<tr>
<td>SAT Subtotal</td>
<td></td>
</tr>
<tr>
<td>987</td>
<td></td>
</tr>
<tr>
<td>High School GPA (3.23) X 500</td>
<td>High School GPA (3.23) X 500</td>
</tr>
<tr>
<td>1615</td>
<td>1615</td>
</tr>
<tr>
<td>Freshmen Index</td>
<td></td>
</tr>
<tr>
<td>2602</td>
<td>2585</td>
</tr>
</tbody>
</table>

Freshmen applicants who do not meet the minimum requirements may be admitted as a Presidential Exception, but such exceptions will be required to take additional tests or courses to compensate for areas of deficiency. See also Undergraduate Bulletin pp. 18-19 on Non-Traditional Student Admissions.

**Transfer Admission Requirements**

All regulations applying to freshmen applicants are also applicable to students applying for transfer from other colleges with less than 30 hours of transferable credit. Applicants in good standing at all previously attended universities and with 30 or more hours of transferable semester hours completed at their previous college or university with a 2.0 grade point average or higher on a 4.0 scale are admitted to the university. See GSW Transfer Admissions Page and Undergraduate Bulletin pp. 23-26.

**Transient Admission**

Students enrolled at other USG institutions may take classes at GSW as Transient Students. See GSW Transient Student Page and Undergraduate Bulletin p. 26.

**International Admission Requirements**

International students applying for admission must submit official records of previous educational institutions and scores on either the SAT or ACT, Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS). Official records must be submitted to an Evaluation Service for review in most cases when the student has attended school outside of the United States. Once on
campus, students who have submitted only TOEFL or IELTS scores must take the COMPASS Math placement examination. See GSW International Admissions Page and Undergraduate Bulletin pp. 28-30.

Auditors and Persons 62 Years of Age and Older

See Undergraduate Bulletin p.30 Auditors and p. 31 Students 62 or older.

Graduate Admission Requirements

Students who have earned a four year degree from an accredited institution may apply to a graduate program at Georgia Southwestern State University. Specific requirements for each degree as outlined at the links below are published on the Graduate Admission Website and in the Graduate Bulletin.

MA in English Admission Requirements


Master of Business Administration

See GSW MBA Admission Checklist and Graduate Bulletin pp. 69-70.

MS in Computer Science

See GSW MSCS Graduate Admission Instructions, GSW MSCS Graduate Admission Checklist and Graduate Bulletin pp. 73-75.

School of Education Graduate Degrees

See GSW SoE Graduate Requirements 2013, GSW SoE Graduate Admissions Checklist and Graduate Bulletin pp. 80-81.

MS in Nursing

See GSW MSN Admission Checklist and Graduate Bulletin pp. 86-87.

Sources (In Order of Appearance)

- GSW Mission Statement
- GSW Admission Website
- GSW Main Web Page
- BoR Policy Manual TOC
- USG AASA Overview TOC
- BoR Policy Manual 4_2 Undergrad Admissions
- USG AASA Handbook Admissions Policies TOC
- USG AASA Handbook 3_2 Freshmen Requirements
- USG AASA Handbook 3_3 Transfer Admission
- USG AASA Handbook 3_8 Transient Admission
- USG AASA Handbook 3_9 Audit Admission
- BoR Policy Manual 4_2_1_5 Persons 62 or Older Admissions
- South GA Entry Program
- GSW Admissions Requirements Page
- GSW UG Bulletin 2013-14 (Page 15)
- USG SAT Means for Freshmen Cohort 2012 IPEDS
- USG HSGPA for Freshmen Cohort 2012
- GSW UG Bulletin 2013-14 (Page 20)
- GSW UG Bulletin 2013-14 (Page 18)
- GSW Transfer Admission Website
- GSW UG Bulletin 2013-14 (Page 23)
- GSW Transient Student Admissions
- GSW UG Bulletin 2013-14 (Page 26)
- GSW International Admissions Web Page
- GSW UG Bulletin 2013-14 (Page 30)
- GSW UG Bulletin 2013-14 (Page 31)
- GSW Graduate Admission Website
- GSW Graduate Bulletin 2013-14 (Page 60)
- GSW MA English Admissions Requirements
3.4.4

Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See Commission policy "Collaborative Academic Arrangement.")

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

The basic criterion that Georgia Southwestern State University (GSW) uses for evaluating, awarding, and accepting academic credit from other institutions or through other types of experiences is course equivalence. The use of this common medium of exchange in higher education is not only consistent with GSW's Mission as "a comprehensive state university within the University System of Georgia that offers a full range of bachelor degree programs, along with selected master's and specialist degree programs" (see GSW Mission), but also ensures that credit awarded and accepted is equivalent to the credit awarded for courses taken at GSW. Each course at GSW has both an appropriate number of credit hours as defined by GSW's credit hour policy and course learning outcomes that align with the program or programs of which the course forms a part. Therefore, GSW accepts or awards credit for courses or other learning experiences that are equivalent to GSW courses in number of credit hours or course learning outcomes. The policies on evaluating, awarding, and accepting credit that GSW publishes on its website, in its undergraduate and graduate bulletins, and in its student and faculty handbooks are based on these twin principles of course equivalence. When transfer, experiential learning, or examination-based credit is approved, it is posted by the Office of the Registrar to the GSW transcript, but no equivalency credit is used to calculate the GSW GPA. GSW has policies for evaluating, awarding, and accepting credit by the following means, and these policies conform, where applicable, to the transfer policies of the University System of Georgia (USG).

Undergraduate Credit

Transfer Credit

Transfer credit is normally awarded for all college work earned through any college or university approved by a US Department of Education recognized regional accrediting agency, provided the courses presented reasonably parallel GSW's curriculum. Faculty academically qualified to make the necessary judgments are consulted in cases where equivalency is unclear. GSW's Undergraduate Transfer Credit Policy is published online and in the Undergraduate Bulletin pp. 23-26.

Since the USG has a common approach to general education, referred to as the Core, transfer of students between USG institutions is relatively routine for most general education components. The Core consists of 60 credit hours, forty-two of which are in five areas, known as Areas A-E; the other eighteen hours in the Core, Area F, consist of introductory courses in the major area. Georgia Board of Regents (BoR) Policy 3.3.1 establishes the Core areas, their content focus, and the minimum number of credit hours for each area, while leaving the details of how many credit hours and specific courses in each area to the individual institutions. To facilitate transfer of the Core between USG institutions, BoR Policy 3.3.1 further stipulates that a student who has completed an area of the Core at one USG institution, and subsequently transfers to another USG institution, will be deemed to have completed that Core area at the institution to which he or she is transferring. If the number of credit hours in the Core area transferred is lower at the original institution than at the institution to which the student transfers, the credit hours for completing the degree are made up as free electives. The transfer of Core courses between USG institutions is facilitated further by the use of a common numbering system for Core courses. Since the USG has no common course numbering for upper division classes, transfer of credits in the major area occurs on a course by course basis through the same course substitution process as is used for any other student transferring into GSW. As with any other transfer student, the final word on course equivalence in upper division courses is left to faculty academically qualified in the discipline (see GSW Course Substitution Form).

Transfer Credit from Accredited Technical Colleges

Coursework taken at two-year technical colleges that are accredited through the Commission on Colleges will be considered in transfer as outlined by the University System of Georgia (USG) Transfer Agreement (TAG) with the Technical College System of Georgia (TCSG) (see USG-TCSG TAG). Since the highest degrees granted by TCSG institutions are at the associate level, only general education curriculum is covered under this TAG (see Transfer Chart from USG Academic and Student Affairs Handbook). Students transferring from accredited technical colleges outside the TCSG have their transfer credit considered on the same "course by courses" basis as any other transfer student.

Transfer Credit from Non-Regionally Accredited Institutions

Courses taken at non-regionally accredited institutions may be considered for credit on a "course by course" basis. In order to be awarded credit for a course taken at a non-accredited institution, a student must submit a completed Evaluation of Credit form and the required documentation. Decisions on such credit awards are made by faculty academically qualified in the discipline, who must sign off on the credit evaluation form.

Transfer Credit from International Institutions
Credits earned from international institutions are considered only after an evaluation by Josef-Silny or the American Association of Collegiate Registrars and Admission Officers (AACRAO) International Education Services is received. The Office of the Registrar works with the academic department head to determine course equivalencies.

GSW participates in the collaborative degree arrangements with 34 Chinese Universities that are sponsored jointly by the China Center for International Education Exchange (CCIEE) and American Association of Colleges and Universities (AACU). GSW’s 1+2+1 agreements with Chinese Universities have credit evaluated by faculty academically qualified to make the necessary judgments as specified by GSW’s Policy on Collaborative Academic Arrangements (see also Sample CCIEE Agreement pp. 2-3). For more information on these agreements, see CS 3.4.7 and CS 3.13.2.

GSW provides students with a Transfer Articulation Guide to assist them in determining the amount and level of credit that may be accepted for courses from other institutions.

**Transient Credit**

GSW students may take courses at other universities for credit towards their GSW degrees, but they must receive prior approval in order to be granted transient status and to be assured that their transient credit will be accepted (see GSW Transient Permission Form). As in all other cases, course equivalence for transient credit is determined by faculty academically qualified in the discipline (see also the GSW Undergraduate Bulletin p. 28).

**Credit for Study Abroad Programs**

Credit earned in USG sponsored Study Abroad Programs is evaluated in the same way as credit transferred from another USG institution. Courses taken through non-USG Study Abroad Programs will be evaluated for acceptance according to the regular Transfer Credit Policy.

**Advanced Placement and International Baccalaureate**

The University participates in the Advance Placement Program (AP) of the College Board. The GSW Policy on Advanced Placement and International Baccalaureate is in the Undergraduate Bulletin and a table showing the score minimums for awarding credit can be found on the GSW Freshmen Admissions web page. Students must submit an official AP or IB transcript or score report and meet the minimums outlined in the table on the Freshmen Admission web page for credit to be awarded.

**Credit by Examination**

GSW generally accepts credit for successful completion of the College Level Examination Program (CLEP) tests. Faculty academically qualified in the various disciplines determine the standards for the acceptance of CLEP credit (see table of scores and credit awards that is posted on the Office of the Registrar's website). Test scores must be submitted directly to the Admission or Registrar's Office from CLEP, unless the credit is from a USG institution, as outlined in the USG Adult Learning Consortium agreement. Credit earned by examination is limited to 30 semester hours (see GSW Credit by Examination Policy).

**Military Credit**

Credit for prior military experience and training is determined on an individual basis, following the guidelines published by the American Council on Education for the Evaluation of Educational Experiences in the Armed Services. Students must submit official military transcripts for evaluation to the Office of the Registrar (see GSW Military Credit Policy).

**Prior Learning Policy**

GSW’s Prior Learning Policy outlines the ways that a student may demonstrate experiential learning in order to be awarded course credit for that learning. Students may demonstrate experiential or prior learning in one of three ways: achieving the appropriate score on a CLEP test, passing a departmental challenge exam for the course, or through Prior Learning Assessment (PLA). Before students may apply for prior learning credit, they must register for PLA 2000, a course in which they will be familiarized with the methods of documenting prior learning that meets the learning outcomes for a course for which they wish to receive credit through prior learning. Faculty trained as prior learning assessors determine whether to award credit on the basis of the documentation provided by the student. A student may apply for PLA credit only for courses for which no CLEP tests or departmental challenge exams exist. GSW's processes for awarding credit on the basis of experiential or prior learning conform with the standards of the Council for Adult and Experiential Learning (CAEL).

**Graduate Credit**

GSW accepts graduate credit for transfer only for courses that have been reviewed by a faculty member academically qualified in the discipline (see GSW Grad Credit Evaluation Form). Each graduate program sets its own transfer policies, so long as they conform with the GSW institutional guideline of awarding no more than nine semester hours of transfer graduate credit. All general graduate credit policies and the program specific policies are published in the Graduate Bulletin (see GSW Graduate Bulletin pp. 49-50). The table below represents the maximum number of transfer credit hours allowed by each graduate program at GSW.
<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum Number of Semester Credit Hours Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in English</td>
<td>Nine</td>
</tr>
<tr>
<td>MBA</td>
<td>None</td>
</tr>
<tr>
<td>MEd</td>
<td>None</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>Nine</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>Six</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>None</td>
</tr>
</tbody>
</table>

GSW does not award graduate credit for experiential or prior learning (see Graduate Bulletin p. 50), but transient credit may be awarded with prior approval (see Graduate Bulletin p. 50).

**Sources** (In Order of Appearance)

- GSW Mission Statement
- GSW Credit Hour Policy
- GSW UG Bulletin 2013-14 (Page 23)
- BoR Policy Manual 3_3_1 Core Curriculum
- USG Core Curriculum 2_4 (Page 12)
- GSW Course Substitution Form
- USG AASA Handbook 2_17 USG-TCSG Core TAG
- USG-TCSG Core TAG Transfer Chart
- GSW Evaluation of Credit Form
- GSW Policy on Collaborative Academic Arrangements
- Anhui Normal University 1+2+1
- GSW Transfer Articulation Guide
- GSW Transient Permission Form
- GSW UG Bulletin 2013-14 (Page 26)
- GSW UG Bulletin 2013-14 (Page 74)
- GSW AP and IB Credit Award Tables
- GSW CLEP Chart Office of Registrar
- USG ALC Agreements 2011
- GSW UG Bulletin 2013-14 (Page 100)
- GSW UG Bulletin 2013-14 (Page 99)
- Ten Standards for Assessing Learning
- GSW Grad Credit Evaluation Form
- GSW Graduate Bulletin 2013-14 (Page 49)
- GSW Graduate Bulletin 2013-14 (Page 50)
- Advanced Placement/International Baccalaureate
- Course Substitution Form
- Credit by Examination
- Evaluation of Non-Traditional Credit Form
- Graduate Credit Policies
- Graduate Experiential Learning Credit
- Graduate Transient Credit
- GSW AP-IB Credit Policy
- GSW Credit by Examination Policy
- GSW Military Credit Policy
- GSW Mission Statement
- GSW Prior Learning Policy
- GSW Transfer Articulation by State
- GSW UG Transfer Credit Policy
- Military Credit
- PLA Manual
- Prior Learning Assessment (PLA) Policy
- Undergraduate Transfer Credit Policy
3.4.5

Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Academic Policy Approval and Modification

Georgia Southwestern State University's (GSW) academic policies adhere to the principles of good educational practice, because all academic policies must be approved by both the faculty and administration before implementation, following essentially the same approval process as changes to the curriculum (see Comprehensive Standard 3.4.1). Factors contributing the creation of new academic policies include oversight by the GSW administration and faculty or by the Georgia Board of Regents (BoR), and changes in accreditation or government education requirements.

An example of how this process works is the 2012 creation and approval of a Credit Hour Policy in response to the addition of SACS-COC Federal Requirement 4.9. In early 2012 after attending the 2011 SACS-COC Annual Meeting, GSW's SACS-COC Liaison informed the Deans' and Directors' Council of the need for GSW to craft a credit hour policy more specific than the then existing policy in the Georgia Board Of Regents (BoR) Policy Manual. The Deans’ and Directors’ Council is an administrative council that is chaired and convened by the Vice President of Academic Affairs to consider and recommend academic policy and procedure; the Council includes the Deans, the Associate Vice President for Academic Affairs, the Director of Institutional Effectiveness and Planning (who is also GSW's SACS-COC Liaison), and the Executive Director of the Rosalynn Carter Institute. After approval by the Deans' and Director's Council, a credit hour policy on April 4, 2012 was forwarded to the faculty Committee on Academic Affairs (CoAA). The CoAA approved the policy without revision on April 20, 2012 and forwarded the policy to the GSW Faculty Senate. The GSW Faculty Senate approved the policy without revision on April 25, 2012 and recommended it for approval at the general faculty meeting scheduled for April 27, 2012. The Faculty approved the policy on April 27, 2012 for implementation in Fall 2012 (see GSW Credit Hour Policy in Faculty Handbook pp. 54-55).

Publication of Policies

Academic policies are disseminated to students, faculty, staff, and other interested parties through the following publications: the GSW Undergraduate Bulletin pp.72-100, the GSW Graduate Bulletin pp. 47-59, the GSW Weathervane Student Handbook 2013-14 pp. 7-27, and the GSW Faculty Handbook pp. 50-82. Policies specifically applicable to distance education students are found in the Distance Learning Manual pages 2-7 and 10-12. These documents are available on the GSW University website.

Sources (In Order of Appearance)

- GSW Academic Approval Process
- BoR Policy 3.4.1
- D&D Council Minutes April 4 2012
- CoAA Minutes April 20 2012 (Page 2)
- GSW Senate Minutes April 25 2012
- GSW Faculty Meeting Minutes April 27 2012 (Page 4)
- GSW Faculty Handbook 2013-2014 (Page 54)
- GSW UG Bulletin 2013-14 (Page 72)
- GSW Graduate Bulletin 2013-14 (Page 47)
- The GSWeathervane 2013-14 (Page 7)
- GSW Faculty Handbook 2013-2014 (Page 50)
- GSW Distance Learning Manual (Page 2)
- GSW Distance Learning Manual (Page 10)
- GSW Credit Hour Policy
- GSW Grad Bulletin 2012-13
- GSW UG Bulletin 2012-13
Educational Programs: All

Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

At Georgia Southwestern State University (GSW) each course has both an appropriate number of credit hours as defined by GSW's Credit Hour Policy (see also Federal Requirement 4.9) and course learning outcomes that align with the program or programs to which the course contributes, as determined by the faculty who teach in the programs. Moreover, all new courses must be approved by the Committee on Academic Affairs (CoAA) or the Committee on Graduate Affairs (CoGA), depending upon the level of the course, and all existing courses at whatever level that are converted to online delivery must be approved prior to implementation by the appropriate faculty committee (see University Statutes establishing the Committee on Academic Affairs and the Committee on Graduate Affairs). All new general education courses must also be approved by both the GSW Faculty and the University System of Georgia (USG) General Education Council to ensure that they are consistent with the aims of the USG Core curriculum.

The amount of credit for courses is awarded based on the typical measure of instructional contact time plus student preparation time. As stated in the GSW Credit Hour Policy, a typical lecture course involves approximately one hour of contact time per week plus approximately two hours of preparation time per week for each hour of credit awarded, while an online version of the same course would require approximately three hours of interaction between students and instructor, students and students, and preparation time per week for each credit hour awarded. In courses such as art studios, science laboratories, or education courses with field observation, more contact time per week may be required, if in the judgment of the faculty overseeing the course that additional contact time is necessary to achieve the course learning outcomes. At GSW, most courses carry three to four semester hours of credit, although some carry only one or two semester credit hours, and a very small number exceed four semester credit hours.

Undergraduate Course Numbering

Undergraduate courses at GSW are numbered from 0098 to 4999, and, as is common practice, increasing course numbers indicate increasing levels of rigor in course learning outcomes. Courses numbered below 1000 are developmental courses designed to remediate weaknesses identified at admission to GSW, and to enhance student success in college-level courses. These developmental courses do not carry college credit toward a degree, but may be required before admission to courses that do carry college credit toward a degree. Courses numbered in the 1000 series are introductory typically open to all students with the exception of those students required to take developmental courses prior to entry into the college-level curriculum. In addition, some 1000 level courses are part of a series (such as ENGL 1101 Composition I and ENGL 1102 Composition II, or CHEM 1121 Principles of Chemistry I and CHEM 1122 Principles of Chemistry II) in which the first course is a prerequisite for the second. Courses in the 2000 series are also introductory courses, and often have 1000 level prerequisites. For instance, ENGL 2110 World Literature, ENGL 2120 British Literature, ENGL 2130 American Literature, ENGL 2140 Backgrounds of Literature, and ENGL 2200 Introduction to Professional Writing all carry the prerequisite successful completion of ENGL 1102 Composition II. Courses in the 3000 and 4000 series are upper-division courses that are most often part of a bachelor degree program, and also often carry prerequisites. All existing undergraduate courses have been and all new undergraduate courses must be approved by the CoAA regardless of medium of delivery. In addition, new courses at the 1000 and 2000 level that are part of the general education Core must be approved by the GSW Faculty Senate, the GSW Faculty, and the USG General Education Council.

Graduate Course Numbering

At GSW, courses with numbers 5000 and 8999 are graduate courses. Courses numbered between 5000 and 7999 are typically taken by students admitted to a master's degree program, and courses numbered between 7000 and 8999 are primarily intended for specialist degree students, although some 7000 level courses are also part of master's degree programs. Courses at the 5000 level are open to any graduate degree candidate in a particular program, while most courses numbered 6000 and above typically have prerequisites. All existing graduate courses have been and all new graduate courses must be approved by the CoGA regardless of medium of delivery.

Course Approval Processes

GSW's process for approving the addition and revision of courses ensures that each course carries not only an appropriate amount of academic credit, but also has course learning outcomes that are appropriate to the level of the course. The approval process for adding or revising course is the same for both the CoAA and the CoGA (see Procedures of the Committee on Academic Affairs and Adoption of New Courses).

New Courses

The development of a new course begins with the academic unit that will be responsible for teaching and assessing the course. The academic unit prepares a New Course Proposal Form and a Course Outline to back up the proposal. In addition to basic information about the course, the New Course Proposal Form requires a justification for the new course, including sources of data supporting the need for the course and a brief plan for assessing the effectiveness of the course in meeting the learning outcomes of the program(s) to which the course will contribute. The Course Outline includes a catalogue description for the course, including number of credit hours and
any prerequisites or co-requisites; a list of course learning outcomes; a description of general course requirements; a description of general instructional strategies that will be used in the course; a description of the grading procedures that will be used in the course; and a description of required textbook(s) and other materials, if applicable. The same forms are used for proposing a new course to either CoAA or CoGA and the information on the forms is sufficient to determining whether the credit awards and learning outcomes are appropriate to the proposed course. [insert examples from CoAA and CoGA in 2012-13] As noted above, if the proposed course is intended to fulfill any general education requirement, it must be approved by the GSW Faculty Senate, the GSW Faculty, and the USG General Education Council. Examples of course additions (ARTS 2000 Women in Photography and EDUC 7520 Cultural and Linguistic Diversity) from 2012 are provided below.

Revised Courses

The revision of an existing course follows essentially the same procedure as proposing a new course, although there is a distinct Proposal to Revise a Course form, and the revision proposal must be backed up by both the existing course outline and the proposed revision of the course outline for comparison purposes. The Proposal to Revise a Course form requires the same information on the justification for the course change, and plan for assessing the course, but it also includes a space for representing the existing course requirements and the proposed changes. Simple revision, such as change of course title, or of prerequisites are submitted for file to the appropriate committee, whose chair then passes the revision to the Office of Academic Affairs and the Office of the Registrar. More complex revisions, such as change in the number of credit hours, in the course numbering or in the course learning outcomes must be reviewed and approved by the appropriate faculty committee before being passed to the Office of Academic Affairs and the Office of the Registrar. An example of a course revision involving a change in credit hours (HIST 2500 the Study of History) from 2012 is provided below.

The forms and procedure documents are available online, so links to the online locations have been provided below.

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 54)
- GSW Faculty Handbook 2013-2014 (Page 169)
- GSW Faculty Handbook 2013-2014 (Page 173)
- About USG General Education Council
- GSW Faculty Handbook 2013-2014 (Page 64)
- GSW Faculty Handbook 2013-2014 (Page 69)
- GSW New Course Proposal Form
- GSW Course Outline Template
- CoAA New Course Proposal 2013
- CoGA New Course Proposal 2013
- GSW Revised Course Proposal Form
- CoAA Course Revision Proposal 2012
- GSW Academic Approval Process
- GSW Faculty Handbook
3.4.7

Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy “Collaborative Academic Arrangements.”)

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) ensures the quality and integrity of its programs that are offered through consortial relationships by following the practices outlines in its Policy on Collaborative Academic Arrangements. The policy specifically requires that such arrangements make provisions for assessing the effectiveness of the collaboration.

GSW participates in four consortial agreements: the Adult Learning Consortium, the WebBSIT Consortium, the Georgia Intercollegiate Consortium for Nursing Education, and the European Union Studies certificate program. Each of these relationships is governed by an agreement that ensures the compliance with SACS-COC Principles and leads to periodic evaluation of the agreements’ congruence with GSW’s mission and strategic priorities. GSW also participates in 1+2+1 Dual Degree Programs with 34 Chinese Universities through the cooperation of the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU).

Adult Learning Consortium

The Adult Learning Consortium (ALC) was established in 2009 by the University System of Georgia’s (USG) Office of Educational Access and Success using funds from a US Department of Education College Access Challenge Grant. The aim of the grant and of the consortium is to increase undergraduate degree attainment for “underrepresented adults with at least one year of college, who have not been enrolled for at least a year and have not attained a degree” (see ALC Scope of Work). Since its formation, the ALC and its individual members have adhered to Council on Adult and Experiential Learning (CAEL) Ten Standards for Assessing Learning. SACS-COC, as well as all other regional accrediting organizations recognized by the US Department of Education, supports these standards (see ALC Agreement 2011). GSW was a founding member of ALC along with Atlanta Metropolitan College, Bainbridge College, Fort Valley State University, and Valdosta State University. ALC has since expanded to include Armstrong Atlantic State University, Columbus State University, Dalton State College, Gainesville State College (insert new name after approval by SACS-COC), Georgia Perimeter College, Gordon College, Macon State College (same as Gainesville), and Southern Polytechnic State University (see ALC Executive Committee Minutes June 2012 and ALC Overview 2013).

As part of its participation in the ALC, GSW has established a Prior Learning Assessment Program (PLA) that offers course credit for prior experiential learning through portfolio evaluation. By PLA Policy, PLA credit is possible only for courses which no College Level Examination Program (CLEP) or departmental challenge exam option exists. GSW currently has six PLA evaluators who have been certified as Master Prior Learning Assessors by the CAEL. Students who wish to attempt PLA credit must register for a course, PLA 2000, that was developed by the ALC to assist students in developing portfolios documenting prior experiential learning that meets the outcomes of a particular college-level course. While PLA 2000 was developed by the ALC, it has been approved through GSW’s academic approval process (see GSW CoAA PLA 2000 Proposal and GSW General Faculty Minutes April 2010 p. 4), and is taught on this campus by a certified prior learning assessors. As of 2012-13, the ALC has an assessment plan that requires the ALC Director at each institution to fill out an annual report. At GSW, the ALC Director sends the report to the Dean of Arts and Sciences and the Director of Institutional Effectiveness and Planning (see ALC GSW Report 2013).

To coordinate and assess the activities of its members, the ALC has an executive committee consisting of representatives from the participating institutions and from the USG Office of Educational Access and Success (see ALC Agreement 2009). The ALC Executive Committee meets quarterly in March, June, September and December (see ALC Executive Committee Minutes for June 2012, September 2012, and December 2012). The entire consortium meets annually in June to assess ongoing activities and to plan future actions (see ALC June Meeting Program). The ALC Executive Committee did not meet during the June 2013 Annual Meeting; therefore, only an agenda is available for the March 2013 meeting since the minutes of that meeting have not yet been approved.

WebBSIT Consortium

The WebBSIT Consortium was established by Armstrong Atlantic State University, Clayton State University, Columbus State University, Georgia Southern University, and Southern Polytechnic State University in 2008 to develop and deliver an online Bachelor of Science in Information Technology. GSW joined the consortium in 2010 (see WebBSIT Memorandum of Understanding August 2010).

According to the WebBSIT MOU, the consortium is directed by a governing board composed of the deans from member institutions who are responsible for its information technology programs. The governing board meets at least once a year “to review operation of the Program and the provisions of its MOU” (see WebBSIT MOU May 2010 p. 2). The governing board is also responsible to provide strategic direction to the consortium (see Governing Board minutes from annual meetings in 2011, 2012 and 2013. The WebBSIT MOU also provides for an Operating Board consisting of representatives from each participating institution who are responsible for the day-to-day operation of the program and the Executive Director, who is appointed by Governing Board to administer and assess the program.
Georgia Intercollegiate Consortium for Nursing Education (GICNE)

GICNE was established in 2011 by GSW, Clayton State University, and Columbus State University “to provide additional graduate degree nursing opportunities in Georgia and to increase the number of nurses with advanced degrees in Georgia” (see GSW Program Description and Objectives). The program is offered online with students electing one of the three participating institutions to be their home institution, which awards the degree and provides advising and administrative services. In its founding MOU, the consortium established an MSN Online Liaison Council comprised of two representatives from each institution to make decisions on behalf of the participating institutions, and to assess the effectiveness of the consortium in meeting its objectives. The MSN Online Liaison Council meets periodically to accomplish its charge (see MSN MOU “Roles and Responsibilities of MSN Liaison Council” page 1 and following).

Clayton State University withdrew from the GICNE during 2013 and since GSW and Columbus State University decided to continue working together, the Consortium MOU was renegotiated in Spring 2013. The renegotiated MOU provides for a governing board, consisting of the Deans of the schools participating in the consortium (see renegotiated MOU bottom p. 1) and an operating board, consisting of the governing board and the program coordinators at member institutions (see renegotiated MOU p. 2). Sandra Daniel, Dean of Nursing, currently represents GSW on the governing board and the operating board and Bonnie Simmons, GSW Graduate Program Chair, currently serves on the operating board. The operating board is specifically empowered to “review assessment data” to improve candidate performance and program quality (see renegotiated MOU p.3).

Since the MSN Online program that GICNE offers did not begin accepting students until fall of 2012, no degrees have yet been completed, and no program completion assessment data has been generated or discussed. Nonetheless, GICNE applied to the Council on Collegiate Nursing Education for accreditation of its MSN program in July 2013 (see MSN Initial Accreditation Report 2013).

European Union Studies Certificate Program

The European Union Studies online certificate program (EUSC) is a collaboration between the University System of Georgia (USG) and Ludwig-Maximilians-University in Munich, Germany. Twelve other USG institutions participate in the EUSC in addition to GSW. The original agreement governing GSW’s participation in the program was signed in 1998 and has been amended twice since, once in 2002, and more recently in 2009 (see 2009 EUSC MOU). GSW EUSC program coordinator registers students for program courses, advises those students, and identifies GSW courses that fit the program’s curriculum guidelines. All instructors who teach online courses in the programs adhere to the Online Teaching Guidelines established by the EUSC steering committee, which consists of the Executive Director of the program and representatives from each member institution, and which meets annually in November to assess the effectiveness of the program and transact other necessary consortium business.

Assessment for the EUSC program is conducted at the state level. The state-level Program Director coordinates assessment. A steering committee reviews assessment data and discusses program development in light of the data each November. The Director of the GSW EU Studies Certificate Program reviews the reports and makes adjustments to GSW’s program. GSW also jointly evaluates the reports on an annual basis and coordinates with the consortium (see 2011-12 GSW EUSC Annual Assessment Summary). The 2012-13 summary was not yet available at the time this report was submitted.

1+2+1 Dual Degree Programs

Georgia Southwestern State University (GSW) has dual-degree arrangements with 34 Chinese universities through a collaboration between the CCIEE and AASCU. Each agreement defines the program in the following way:

The above-mentioned-parties have agreed upon the following definition of the 1 + 2+ 1 Dual-Degree Program under the essential prerequisite of mutual credit acceptance and transfer.

1. One year of study will be defined as equivalent to at least 30 semester hours in the credit system of U.S. partner universities.
   During the first year of the program, Chinese students will complete their freshmen year in the Chinese partner university.
2. In the second and third year of the program, Chinese students will travel to the United States to complete their sophomore and junior years at one of the United States partner university.
3. In the fourth year of the program, students will return to China to finish their senior year at the Chinese partner university. Students completing all requirements of the program will be granted bachelor's degrees from both the U. S. partner university and the Chinese partner university.
4. All 1+2+1 Dual-Degree Program academic decisions are to be made solely between U.S. partner universities and Chinese partner universities (see Beijing Jiutong University Agreement p. 1).

The agreements also define the responsibilities of the Chinese universities participating in the CCIEE/AASCU program as well as those of their US university partners. Specifically, the Chinese universities provide transcripts to CCIEE and then CCIEE provides English translations of the transcripts that are used by their US partners to establish the transferrable credit an incoming student has and whether a student who returns to China has fulfilled the degree requirements of the US partner when the US degree is awarded (see Anhui Normal University Agreement p. 2). Under the agreement, the US partners are responsible for providing their Chinese partners with an academic transcript of work completed at the US university as well as a plan for completion of the US degree. The US partners are also responsible for providing Chinese students “necessary course to achieve English proficiency” (see Anhui Normal University Agreement p. 3). The basic agreement template was altered somewhat in 2013 partially to allow US universities to comply with their accreditation regulations regarding the transferability of credit accepted from Chinese partner universities (see Henan Polytechnic Agreement p. 2). The basic academic arrangements for these agreements remain unchanged, however (see Henan Polytechnic Agreement pp. 2-3).
When a Chinese student comes to GSW under one of the institution's 1+2+1 agreements, his or her transcripts are evaluated in the same way as any other transfer student. General education courses are evaluated by the transfer evaluation specialist in the Registrar's office, who consults with academic personnel as necessary to ensure that transfer credit is awarded appropriately. CCIEE provides GSW with a standard transcript form that has been translated into English and that is used by GSW's transfer evaluation specialist (see 1+2+1 Incoming Transcript Examples from Fall 2008, Fall 2009, and Fall 2010). Note that we have randomly chosen an example student for the Fall 2008, the Fall 2009, and the Fall 2010 cohorts because only students from these three cohorts have earned degrees from GSW; the same three students have been used for all examples in this section. Any courses that may apply to degree requirements are evaluated by a person academically qualified in the discipline awarding the degree (see GSW Evaluation of Credit Form and 1+2+1 200808 Incoming Transcript Example p.5). Credit accepted by GSW is coded in Banner as transfer credit accepted from an "International Post Secondary Institution" (see Banner transcripts for sample students from the Fall 2008 cohort, the Fall 2009 cohort, and the Fall 2010 cohort).

Since GSW has an English Language Institute, which provides instruction and non-college certification in English proficiency, most 1+2+1 students coming to GSW spend at least one semester in language proficiency classes before beginning their degree program (see Banner transcripts for sample students from the Fall 2008 cohort, the Fall 2009 cohort, and the Fall 2010 cohort).

When a Chinese 1+2+1 student leaves GSW, she or he applies for graduation from GSW as any other student would do at least one year in advance of his or her expected completion date (see GSW Undergraduate Bulletin p. 89). The Application for Graduation is backed up by an Advisor Check Sheet, which lists the courses that need to be completed, and an up to date curriculum sheet that lists all the courses taken and applied towards the expected degree up to the date of applying for graduation (see also Graduation Sample 200808 p. 10 and p. 9; Graduation Sample 200908 p. 11 and p. 10; and Graduation Sample 201008 p. 14 and p. 9; note that these examples are the same students whose Banner transcripts were used above). The example from the Fall 2010 cohort includes a completed Course Substitution Form signed by the Dean of the School of Computing and Mathematics (see Graduation Sample 201008 p. 12). The complete Application for Graduation including the student application, the advisor check sheet, and the updated curriculum sheet function as the degree plan that the Chinese student takes home, since the advisor check sheet shows courses that are needed to complete the degree.

Before a Chinese 1+2+1 student is awarded a degree, a final check is performed by the Registrar's Office using the transcript provided by GSW's Chinese partner and the Curriculum Sheet for the degree sought (see Fourth Year Transcript Examples for Fall 2008, Fall 2009, and Fall 2010 cohorts). The completed GSW Remaining Graduation Requirements Form verifies that a student has met the requirements for award of a degree from GSW (see Graduation Sample 200808 p. 4 and p.5, Graduation Sample 200908 p. 4 and pp.5-6, and Graduation Sample 201008 p. 4 and p. 5).

**Review of Agreements**

GSW granted its first three 1+2+1 degrees to Chinese students in Spring 2011 and by the end of the 2011-12 academic year, GSW had granted a total of eleven degrees to students from seven different Chinese universities. During the 2012-13 academic year, GSW therefore began a review of the sixteen 1+2+1 agreements that were signed in 2007. The reviews were intended to answer three primary questions: were the agreements viable, what problems were presented by the agreements, and should GSW renew the agreements for an additional five years (see GSW Collaborative Academic Arrangement Policy).

Data on the retention, progression and graduation of 1+2+1 students in the 2008, 2009, 2010, 2011 and 2012 Cohorts was compiled by the Associate Vice President of Academic Affairs with assistance from the Assistant to the Dean of the School of Business and the Director of Institutional Effectiveness and Planning (see 1+2+1 Agreement Cohort Data). This data was presented to the Deans' and Directors' Council at its regular meeting July 31, 2013. The Deans and Directors determined that the programs are viable from an academic perspective and asked the Vice President of Academic Affairs to take the question of financial viability to the Administrative Council. The Deans and Directors did not recommend pursuing renewal of agreements with the six Chinese Institutions that have not sent any students to GSW, but did recommend renewal of the other agreements (see Deans' and Directors' Council Minutes, July 31, 2013 p. 1).

The Administrative Council met on August 13, 2013 and discussed GSW's participation in these 1+2+1 programs as requested by the Deans' and Directors' Council. After a lengthy discussion, the council decided to continue GSW's participation in these agreements by renegotiating all the agreements that were up for review this year, including those with institutions that have not sent students to GSW (see Administrative Council Minutes August 13, 2013).

The table below provides links to GSW's agreements with each Chinese institution as well as review-renewal dates for each agreement.
<table>
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<th>Chinese Institution</th>
<th>Date of Implementation (Fall Term)</th>
<th>Date of Review-Renewal</th>
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<td>2013</td>
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- OEAS_Overview_4.26.12_new
- CACG_informational_pamphlet
- ALC_ScopeofWork_4132009
- USG ALC Agreements 2011
- ALC Exec Comm Minutes 6 17 12-1
- Adult Learning Consortium Overview and Agreements 2013
- GSW CoAA PLA Proposal March 2010
- GSW General Faculty Minutes April 2010 (Page 4)
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- USG_ALC_Agreements_2009
- ALC Exec Comm Minutes 9 28 12
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- ALC Program June Annual Meeting 2013
- ALC Exec Comm Agenda 3-29-13
- WebBSIT_MOU_August2010
- WebBSIT_MOU_May2010 (Page 2)
- WebBSIT Governing Bd Minutes May 2011
- WebBSIT Governing Bd Minutes Sept 2012
- WebBSIT Governing Bd Minutes June 2013
- GSW MSN Program Description and Objectives
- MOU ColumbusSU ClaytonSU & GSW
- New MSN MOU GSW-CoISU June 2013
- New MSN MOU GSW-CoISU June 2013 (Page 2)
- New MSN MOU GSW-CoISU June 2013 (Page 3)
- MSN Initial Accreditation Report 2013
- EUSC MOU 2009
- EUSTeachingguide
- EUSC2011-2012 GSW Assessment Summary
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Yangzhou University 1+2+1
Zhengzhou Institute 1+2+1
Zhenghzou Univ of Light Industry 1+2+1
Zhongyuan University of Technology 1+2+1
200808 Cohort 1+2+1 Example (Page 4)
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ALC Agreements Assessment Grid 2011
GSW Advisor Graduation Check Sheet
GSW Student Graduation Application
Henan University Of Technology 1+2+1
Memo #2 to Presidents and VPAAs re Adult Learning Consortium
WebBSIT_MOU_May2010
3.4.8

Educational Programs: All:Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) awards academic credit for noncredit coursework only on a limited basis, and only where a student can provide documentation to substantiate that the noncredit coursework is equivalent to academic coursework taken at GSW or another regionally accredited institution. Any student at GSW can apply to have coursework from non-traditional sources evaluated for equivalence with academic coursework by filling out an Evaluation of Credit from Non-Traditional and Other Sources form, and providing the documentation requested with the form to the Office of the Registrar. Course equivalence is determined by faculty academically qualified in the discipline of the course for which credit is requested. GSW's Military Credit Policy "provides service members with an option to petition for credit for military education/training when deemed applicable to a degree program." Students covered by the military credit policy provide the same sort of documentation as any GSW student applying for academic credit for noncredit coursework, but their coursework is evaluated using "the guidelines published by the American Council on Education for the Evaluation of Educational Experiences in the Armed Services" (see also Adult Learning Manual p. 9). Students may request credit for any noncredit experience, including noncredit coursework, through the GSW Prior Learning Policy. Unlike the other processes for awarding academic credit for noncredit courses, the Prior Learning Assessment Process requires the compilation of a portfolio to demonstrate that the student can meet the learning outcomes of course for which they are requesting credit. Prior learning assessors have been trained in portfolio assessment and are academically qualified in the discipline of the course for which credit is requested. No Prior Learning credit can be awarded for a course for which either a CLEP test or a departmental challenge exam exists. The form for requesting such credit is found in GSW's Adult Learning Manual.

Sources (In Order of Appearance)

- Evaluation of Non-Traditional Credit
- GSW Military Credit Policy
- Adult Learning Manual (Page 9)
- GSW UG Bulletin 2013-14 (Page 100)
- Adult Learning Manual (Page 6)
- Adult Learning Manual (Page 14)
Educational Programs: All:Academic support services

The institution provides appropriate academic support services.

Judgment
☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) provides academic support services appropriate to support both teaching and learning, primarily through the units that report to the Vice President of Academic Affairs and the Vice President of Enrollment Management, but also the Offices of Career Services and Information and Instructional Technology. Students find out what services are available and how to access them in a variety of ways, including from the GSW Weatherwane Student Handbook, the Undergraduate and Graduate Bulletins, and the websites of individual units. In addition, incoming freshmen are introduced to academic support services in UNIV 1000, GSW’s orientation course (see UNIV 1000 Sample Syllabus), and transfer students can access a series of videos describing the campus including how to find an academic advisor and three videos on student services (see GSW Transfer Student Orientation Index). Each student is also assigned an Academic Advisor, who knows what academic support services are available. The specific services provided are listed by each unit are described below, and PDF screen shots of their webpages have also been provided.

Office of Academic Affairs

Through the Academic Resource Center, Disability Services, English Language Institute, Learning Support Program, Prior Learning Assessment Program, Student Support Services, and University Writing Center, the Office of Academic Affairs provides academic support services to students. The Office of Academic Affairs also sponsors the Teaching Circle Program, which supports pedagogical sharing between faculty members. GSW will be adding testing services to those offered by the Office of Disability and Testing Services in Fall term 2013.

Academic Resource Center

The Academic Resource Center (ARC) incorporates a number of student services in advising, tutoring, and supplemental instruction. ARC provides tutoring and supplemental instruction through the Academic Skills Center, and advising through the First Year Experience Program and the General Education Advisor. ARC also provides a dedicated Adult Learner Lounge as a place for non-traditional students to congregate on campus. ARC provides diverse learning opportunities for all GSW students in an environment that promotes academic excellence and success. The staff of the ASC is committed to assisting students with evaluating their academic performance and choosing the appropriate services to master course materials, including tutoring and supplemental instruction. ARC also provides a computer lab and study/tutoring space to GSW students.

First Year Advocate. The First Year Advocate provides help and advising to at-risk first-year students and also directs ARC. The First Year Advocate also directs the UNIV 1000 orientation course.

General Education Advisor. Students who enter GSW without a declared major program are assigned to the General Education Advisor, who provides them with academic advising and helps them to make a connection with an academic program as soon as possible. The General Education Advisor is also a retention specialist.

Office of Disability Services and Testing Center

The Office of Disability Services and Testing Center (Disability Services) coordinates the compliance of GSW with the Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973 to promote academic potential through individualized plans tailored to the particular needs of students with disabilities. Students with documented psychological, cognitive, or physical disabilities are provided necessary learning accommodations through the coordination of Disability Services with individual faculty members. Disability Services consults with faculty members about students with psychological, cognitive, or physical disabilities, and collaborates with those faculty members to provide students opportunities to thrive academically despite their disabilities. This office added a testing coordinator in Summer 2013 and moved to the third floor of Sanford Hall, where additional distraction free and computer testing environments have been added. The office will handle Compass testing of incoming non-traditional students as well as proctored and standardized testing for on-campus and online students.

English Language Institute

Students from many foreign countries, mainly in Asia, come to the English Language Institute (ELI) at GSW to study English prior to becoming regular students at GSW, other institutions in Georgia, or in other states. In addition, the ELI welcomes students to study English for other specific purposes. Nurses, English teachers, businessmen, government officials, and professors study English at the ELI to learn about American culture and society, to improve business practices, and for professional enrichment.

Learning Support Program

Learning Support assists students seeking to enter programs leading to the baccalaureate degree who have not met the University System of Georgia (USG) established minimum requirements in English, reading, or mathematics. Learning Support courses in English, reading, and
mathematics are designed to assist students in reaching the USG minimums. Learning Support instructors are housed in the departments of English and Modern Languages and Mathematics, respectively, and these same instructors provide students with academic advising until they exit Learning Support and declare a major (see Undergraduate Bulletin p. 112).

Prior Learning Assessment Program/Adult Learning Consortium

Prior Learning Assessment (PLA) is a process through which students identify areas of learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials related to specific course objectives so that they can be assessed and possibly awarded academic credit. PLA reduces the repetition of relevant, course-related material for students with prior learning (or with prior degrees). The Director of PLA also serves as GSW's Veterans Advocate.

Student Support Services

The GSW TRiO/Student Support Services program (SSS) is an academic support/resource entity focusing on creating a partnership to enhance the college experience of first-generation/low-wealth students, which also incorporates cultural awareness, financial literacy, and personal development among other services. The GSW SSS Program is federally funded by the U.S. Department of Education, Office of Postsecondary Education to support the mission of increasing retention and graduation rates of first-generation/low-wealth students at 2-year and 4-year colleges and universities. The TRIO programs were established to assist college bound and college entering students in overcoming class, social, academic, and cultural barriers to higher education.

University Writing Center

The University Writing Center provides a place for practice in writing, communication skills, and collaboration. The Center provides knowledgeable, attentive readers who facilitate the development of the writing process for individual students. Consultants assist their clients in strategies for all facets of the writing process and in every discipline. The Center also serves as a resource for the GSW community in the teaching of writing.

Teaching Circles

The Teaching Circle Program promotes faculty development by providing interdisciplinary opportunities for discussion and experiences that enhance student learning. Teaching Circles are small groups of faculty who meet during an academic year or years. Some circles organize around a common theme or problem and keep to a set agenda, while others maintain a free-form discussion format (see Teaching Circle Annual Summaries for 2010-11, 2011-12, and 2012-13).

Enrollment Management

The Admissions Office and the Registrar's Office both provide student support services and their heads report to Vice President of Enrollment Management.

Admissions

The Office of Admissions provides prospective students with an efficient and systematic evaluation of their credentials and a timely and accurate application process. The Office also facilitates the transition from prospective student to enrolled student by assisting with the orientation and registration of new students.

Registrar

The Registrar's Office is responsible for maintaining the official academic record for GSW. As such, the Registrar's Office facilitates registration and graduation for students and provides students with official records of their academic experiences at GSW.

Career Services

Career Services provides efficient, effective, and personalized career planning and job search assistance to students and alumni of GSW. They are the link between employers and students to facilitate career development by providing computerized interest inventories, career exploration materials, experiential learning opportunities as well as part and full-time job opportunities.

Office of Information and Instructional Technology (OIIT)

OIIT supports student use of information and instructional technology by maintaining student-use networks, and academic and residence hall labs. The Office provides training in and support of GSW’s Learning Management System, GeorgiaView Desire to Learn, and of GSW’s student e-mail system. OIIT also supports computer classrooms and labs across campus (see GSW Computer Labs Page).

Access to Services for Distance Learning Students

In addition to the online bulletins and the web pages of individual student service units, GSW provides distance learning students with several other means of locating and accessing academic services. On GSW's Main Web Page, the Academics link leads to an index page containing two means of access to student services for distance learning students. The Academics index page provides links to Academic Resources on the right including the Academic Resource Center, Disability Services, and the University Writing Center among others, and to GSW's Distance Learning page near the center of the page. The Distance Learning page has links to both Information for Students and to the GSW Distance Learning Manual (see especially pp. 10-12).
Sources (In Order of Appearance)

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- Registrar
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- OIT
- GSW Computer Labs Page
- GSW Main Page Academics Link Highlighted
- GSW Academics Page OL Emphasis
- GSW Distance Learning Page
- GSW Distance Learning Information for Students
- GSW Distance Learning Manual
- GSW Distance Learning Manual (Page 10)
Educational Programs: All: Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment

Compliance

Partial Compliance

Non-Compliance

Not Applicable

Narrative

Through its academic approval policies and procedures, Georgia Southwestern State University (GSW) places primary responsibility for curriculum content with its faculty, and through GSW's assessment policies and processes, the faculty are primarily responsible for the quality and effectiveness of the institution's curriculum.

Article IV Section 4 of the GSW University Statutes empowers the faculty Committee on Academic Affairs (CoAA) to approve all substantive changes to the curriculum, including the addition, revision and deletion of undergraduate courses, and the addition, revision, and deletion of undergraduate programs. Article IV Section 4 of the GSW University Statutes also empowers the faculty Committee on Graduate Affairs (CoGA) to be concerned with the quality of instruction and the development of curriculum and instructional facilities of the university in relation to graduate programs.

Both the CoAA and CoGA follow the same procedure for approval of curriculum and course changes. Applications for approval of curriculum or course changes originate with a faculty member in the academic program requesting the change and are then forwarded to the appropriate faculty committee. Changes that affect programs leading to Teacher Certification are also approved by the Teacher Education Committee, which is composed of faculty members from the Bachelor of Science in Education, Bachelor of Arts with Teacher Certification, and Bachelor of Science with Teacher Certification Programs. Course changes become effective after approval of the appropriate faculty committee, while curriculum changes must be approved by the GSW Faculty Senate and the General Faculty. The only exception to this general rule is that new courses that are intended to fulfill general education requirements must undergo the same institutional review as curriculum changes and also must be approved by the University System of Georgia (USG) General Education Council. Thus changes to courses undergo at least one level of faculty review outside the originating program before implementation, while curriculum changes undergo three levels of faculty review outside the originating program before implementation.

All academic degree programs at GSW are housed within academic units and the ultimate responsibility for program coordination, including curriculum development and review, rests with the faculty of the academic unit in consultation with department chairs and deans. Each academic program has an assigned faculty member serving as the program coordinator, who holds an appropriate terminal degree in the discipline in the majority of cases or other qualifications in a small number of cases. Coordinators oversee the establishment and review of Student Learning Outcomes (SLOs), the measurement of SLO attainment, the analysis of attainment data, the recording of the rationales for evidence-based changes to program curriculum or pedagogy, and seeking approval of curriculum or course changes (see description of program coordinator responsibilities). Coordinators prepare annual summaries of assessment results, proposed actions for improvement, and results of ongoing or completed action plans. In addition, all academic programs undergo a periodic Comprehensive Program Review (CPR). The centerpiece and starting point for the CPR is a program self-study completed by the faculty who serve the program. The recent revision of the CPR process was also approved by the appropriate faculty committees, the faculty senate, and the General Faculty (see GSW CoAA Minutes January 20, 2012 and GSW General Faculty Meeting Minutes April 27, 2012).

The implementation of academic policy changes at either the institutional or the USG level also begins with the faculty. For example, during the 2010-11 academic year, faculty members revised GSW's general education curriculum in response to changes in USG policy on the core curriculum. Ad hoc faculty committees formed by the Dean of Arts and Sciences reviewed each area of the general Core curriculum for content, established new SLOs for each area, and developed an assessment plan for each area. While the assessment of general education is coordinated administratively, the actual assessments are done by faculty members and results are reviewed and acted upon by a subcommittee of the CoAA.

Other examples of curriculum changes approved during 2012-13:

Addition of a BS in Political Science with Teacher Certification

- GSW CoAA Minutes Nov 26 2012
- GSW General Faculty Meeting Minutes Nov 30 2012 (Page 3)

Reactivation of Master of Education Tracks in Early Childhood Education, Middle Grades Language Arts, and Middle Grades Mathematics

- GSW CoGA Meeting Nov 2012
- GSW General Faculty Meeting Minutes Nov 30 2012 (Page 3)

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 169)
- GSW Faculty Handbook 2013-2014 (Page 173)
Sources

Reactivation of Master of Education Tracks in Early Childhood Education, Middle Grades Language Arts, and Middle Grades Mathematics

Addition of a BS in Political Science with Teacher Certification

Other examples of curriculum changes approved during 2012

(a subcommittee of the CoAA).

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(CPR)

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program coordinator responsibilities

Evidence

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Both the CoAA and CoGA follow the

(4)

Academic Approval Process at GSW

GSW University Statutes

3.4.10  

Educational Programs: All:Responsibility for curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Narrative

Judgment

Through its academic approval policies and procedures, Georgia Southwestern State University (GSW) places primary responsibility

Educational Programs: All:Responsibility for curriculum
3.4.11

Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University's (GSW) Vice President of Academic Affairs assigns the responsibility for program coordination to the heads of the academic units that house degree programs. In many units, the head delegates program coordination as well the responsibility for curriculum development and review, especially in multi-disciplinary units, such as the Department of History and Political Science, or in units that offer both graduate and undergraduate degree programs, such as the School of Nursing. The responsibility for the coordination of GSW's General Education Program has been assigned to the Dean of Arts and Sciences, and the Dean of Computing and Mathematics since the courses making up the Core curriculum are taught by departments within these two units. The Office of Academic Affairs at GSW defines the necessary responsibilities of program coordinators (see description of specific responsibilities below) and ensures their academic qualifications. The table below lists the individuals responsible for coordination of each program; current CVs for these individuals are linked to their names to substantiate their qualifications.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>J. Kelly McCoy &amp; Boris Peltsverger</td>
</tr>
<tr>
<td>Bachelor of Arts (BA) in Art &amp; Bachelor of Fine Arts in Art</td>
<td>Laurel Robinson</td>
</tr>
<tr>
<td>BA in Dramatic Arts</td>
<td>Jeff Green</td>
</tr>
<tr>
<td>BA in English</td>
<td>Paul Dahlgren</td>
</tr>
<tr>
<td>BA in History</td>
<td>Brian Parkinson</td>
</tr>
<tr>
<td>BA in Music</td>
<td>Julie Megginson</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>Laverne Worthy</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>Cecilia Maldanado</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>Bob Herrington</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>Michele Smith</td>
</tr>
<tr>
<td>BS in Computer Science &amp; in Information Technology</td>
<td>Arvind Shah</td>
</tr>
<tr>
<td>WebBS in Information Technology Consortium</td>
<td>Boris Peltsverger</td>
</tr>
<tr>
<td>BS in Education</td>
<td>Joseph Nichols</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>Samuel Peavy</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>John Stroyls</td>
</tr>
<tr>
<td>BS in Nursing</td>
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</tr>
<tr>
<td>BS in Political Science</td>
<td>D. Jason Berggren</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>Ellen Cotter</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>Jamie MacLennan</td>
</tr>
<tr>
<td>Master of Arts in English/Critical Literacy</td>
<td>Margaret Ellington</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Susan Robinson</td>
</tr>
<tr>
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</tr>
<tr>
<td>MS in Nursing</td>
<td>Bonnie Simmons</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Joseph Nichols</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Joseph Nichols</td>
</tr>
</tbody>
</table>

Sources (In Order of Appearance)
- Program Coordinator Responsibilities 2013
- McCoy J Kelly CV 2013
- Peltsverger Boris CV 2013
- L Robinson CV 2013
- Green Vita 2013
- Dahlgren CV 2013
- Parkinson CV 2013
- Megginson CV 2013
- Worthy CV 2013
- Worthy CV 2013
- Maldanado CV 2013
- Herrington CV 2013
- M Smith CV 2013
- Shah CV 2013
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<td><a href="#">Shah CV 2013</a></td>
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<tr>
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<td>Joseph Nichols</td>
<td><a href="#">Nichols, Joseph CV 2013</a></td>
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<tr>
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<td><a href="#">Simmons CV 2013</a></td>
</tr>
<tr>
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<td>Joseph Nichols</td>
<td><a href="#">Nichols, Joseph CV 2013</a></td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Joseph Nichols</td>
<td><a href="#">Easom Leisa CV 2013</a></td>
</tr>
</tbody>
</table>
3.4.12

Educational Programs: All: Technology use
The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University's (GSW) use of technology is a crucial part of fulfilling its learning and teaching mission (see GSW Mission). Technology is used across campus to enhance the performance of students in all academic programs through technology enriched classrooms and computer labs open to all students. All GSW students have access to training in the use of these technologies.

Learning Technology and Student Access
GSW provides state-of-the-art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, interactive white boards or annotation tablets, document cameras, and other specialized classroom instruction equipment. The University has established a recurring budget to upgrade the multimedia equipment annually as needed to ensure that current technology remains available for classroom instructional uses. All classrooms have access to the campus network and, therefore, access to the internet. Currently, 26% of all classrooms have wireless network service, and 83 classrooms (85%) have some type of multimedia equipment permanently installed in the room, such as computers and LCD projectors (see GSW Classroom and Computer Lab Computer Inventory and GSW Classroom Support Technology Inventory).

OIIT also operates 16 open computer labs with a total of 188 computers located throughout campus, providing students with a wide variety of software applications and flexible hours. All of the campus residence halls have open computer labs. In addition, 13 classrooms (a total of 315 computers) on campus are computer-enhanced with individual computer workstations for the students (see GSW Computer Labs Page). These classrooms are utilized to give the students discipline specific instruction in an instructor-led environment (see GSW Classroom and Computer Lab Inventory). OIIT provides the following software on each instructor workstation in a computer classroom:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Microsoft Forefront 2010
- Microsoft Media Player
- Mozilla FireFox
- Adobe Reader
- Outlook Web App
- Apple QuickTime for MACs and Windows
- Adobe Flash Player
- Java (6.31)

GSW provides the following software on each workstation in student computer labs and classrooms:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Mozilla FireFox
- Adobe Reader
- Apple QuickTime for MACs and Windows
- Adobe Flash Player
- Java (6.31)

In addition, many of the computer classrooms and labs contain program specific resources such as those listed below:

- Biology - The Biology Department uses microscopes in labs that collect digital images for processing. They also have specialized equipment including a pH meter, UV-Visible spectrophotometers, and centrifuges. They use the Vernier Lab Quest instrumentation in their general biology and human anatomy laboratories.
- Chemistry - Chemistry students are required to use graphing programs for reports and are also required to use ChemSketch, a chemical drawing package, to represent overall reactions and reaction mechanisms. They are also required to use molecular modeling software to predict the structures and interactions of molecules with an emphasis towards practical applications. Students use instrumentation for the following techniques: atomic absorption spectroscopy, infrared spectroscopy, ultraviolet-visible spectrophotometry, gas chromatography, tandem gas chromatography/mass spectrometry, high performance liquid chromatography, potentiometry, and nuclear magnetic resonance spectroscopy.
- English and Modern Languages - The English Department classrooms each have a computer station with a projection system. Two of the classrooms have SMART boards. The composition classes use turnitin.com. All 1101/1102 classes require livetext.com. The graduate program uses WIMBA classroom for asynchronous online instruction and is developing an open access textbook online.
- Geology and Physics - The Geology and Physics Department employs an X-ray diffractometer, a scanning electron microscope, surveying equipment, GPS, geophysical equipment, petrographic microscopes, sophisticated Geographic Information Systems
software, other discipline specific software, digitizing tablets, and color plotters for student course work and senior project research.

- Music - The Music Department has a piano/computer lab which is equipped with ear training software utilized in class and available to students for extra practice. There are 16 student Yamaha Clavinovas (electronic pianos) and one faculty piano. The faculty piano is plugged into the system so the instructor can hear each student play individually. Each student plays with headphones on so they can all practice different things at the same time. The department has just received a Faculty Instructional Grant to obtain a Keyboard Visualizer which will be installed in the Piano Lab.

- Psychology and Sociology - The Department of Psychology and Sociology students use statistical packages (SPSS) in the statistics course that is a requirement in both programs. The department also has digital projectors in the classrooms it uses. The Psychology program uses SONA software which is a research participant pool management software. The professors use e-Prime software—an experimental psychology software that allows researchers to develop experiments.

- Theater, Communication and Media Arts - The Theatre Department uses a variety of theater design software, Final Cut Studio video editing software, Sound Track and Magix Studio audio software, Photoshop, video cameras, computers, projectors, computerized light boards, and digital sound boards.

- Visual Arts - The Visual Arts Department uses Macintosh computers in Digital Media and Photography studio courses. In Digital Media, the students are trained on a variety of creative programs. These programs include Photoshop CS5, Illustrator CS5, Dreamweaver, Flash, and Final Cut Pro. Photography uses Lightroom. Both of these courses also utilize digital cameras, camcorders, and printers. There is also a projector and Mac computer with necessary programs in each of the studios, the digital lab, and the photography studio.

- School of Nursing (SoN) - SoN uses many types of technology to teach students both in the classroom and clinical simulation labs. Examples include the following:
  - Health assessment labs: Mid fidelity simulators are used in health assessment labs to teach students how to take blood pressure, and to differentiate between heart and lung sounds. Computerized temperature probes are used to teach how to take temperature measurements.
  - Simulation labs: equipped with computerized IV pumps, (PCA) Patient Controlled Analgesia pumps, cardiac monitors, and Electronic Medication Administration System to teach students how to use this technology. High fidelity patient simulators are used to provide a safe environment for hands-on learning. Student sessions are recorded and used for student debriefing so that students can assess and critique their own learning during simulation scenario. SoN is in the process of selecting an Electronic Health Record system for students to learn electronic documentation.
  - Skills Lab: Students are required to complete computerized skills modules.

- School of Computing and Mathematics - The Computer Science Department has a networking lab where students perform different experiments including installing an operating system, active directory, and support services such as IIS, DNS, DHCP. The department also has a virtual computing laboratory which spans multiple Windows desktop sessions and several UNIX servers which is used in regular classes as well as distance learning classes. The laboratory is accessible by means of using VPN technology. The majority of classrooms are equipped with powerful desktop computers which are used to enhance the learning process. Some of the classrooms rely on Desktop Virtualization technology to provide convenient access to customized desktop images which can be reconfigured to meet the needs of particular course. The Mathematics Department uses “MyMathLab” for tutorials, reviews, and homework in Learning Support Mathematics and College Algebra. Training Labs are available for this. Course instructors and specially trained teaching assistants staff these. Many upper division courses employ MathLab in labs and class sessions. Instructors also use specialized software like Pari, Scilab, and Sage for courses as diverse as elliptic curve cryptography, optimal control, and modern algebra. All Mathematics Majors are trained in the use of appropriate software in laboratory settings. In addition, all mathematics and mathematics/certification majors take two programming courses in the C# language from Computer Science Faculty and are trained in the appropriate software in laboratory settings.

- School of Education - The School of Education requires all education majors to take a course which focuses on the integration of technology into teaching practices. LiveText is used throughout the School of Education to gather data for its overall accreditation bodies. All School of Education classrooms are equipped with computers and LCD projectors. Two classrooms have Smart Boards. Four other classrooms have Polyvision capabilities. The technology classroom has one of the smart boards and an Elmo. The Exercise Physiology Lab Technology uses a Vacuumated Metabolic Cart and an EKG Machine.

All courses at GSW can be web-enhanced, since a course shell for all courses are generated in GeorgiaVIEW. GSW's Learning Management System that utilizes the Desire 2 Learn (D2L) platform, and the course shells are populated with the students registered for each course. All faculty and students have password protected My GeorgiaVIEW pages that show the courses faculty are assigned to teach or the courses students are registered to take (see My GeorgiaView Faculty Page).

GSW provides high-speed network service (1Gbps or greater) for all buildings used for instruction. GSW's Internet service is provided by PeachNet, which utilizes Internet2 (see USG PeachNet). This network provides access to Internet, e-mail, library resources, D2L, the Banner student information system, online courses and programs, classes taught off-campus and offered via video conferencing, and many other services offered on GSW's campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence halls, library, dining hall, coffee shop, Student Success Center, and in many of the instructional spaces on our campus. Information on wireless Internet locations with instructions for accessing the network are available on the GSW website (see GSW Wireless Networking).

PeachNet is the statewide communications network supporting all USG Information Technology Services (ITS) efforts. This statewide network supports USG institutions and Georgia Public Library Service (GPLS) institutions. PeachNet infrastructure is being enhanced with greater fault-tolerance and increased efficiency on an ongoing basis by the ITS Network Services team. Peachnet provides our campus with Internet2 access and supports four classes of quality of service (QoS) enabled traffic. These classes are, from highest to lowest priority, video, voice, PeachNet, and general Internet. The benefits of this statewide network for students on GSW's campus are high speed Internet, high quality real-time video conferencing for distance learning classes, inter-library services such as GALILEO, the GeorgiaVIEW Learning Management System, and Georgia ONmyLINE (USG’s online courses and programs portal).

All faculty and students also have access to GSW's Registration and Academic Information Network (RAIN), which students use to register for courses and to access their academic records, such as grades (see GSW RAIN). Course rosters in RAIN are used to populate
GeorgiaVIEW courses for all classes as mentioned above.

OIIIT continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major technology infrastructure upgrades in the last five years include the replacement of core router/switch devices that allow faster connections between GSW's two core devices and a greater range of capabilities for the campus network, the segmentation of the campus data network into manageable units to increase efficiency and security, and the creation of a separate network for the residence halls that creates greater security for the academic network and reduces competition for bandwidth between academic users and residential users. The network firewall was also upgraded and deep packet inspection filtering was added to manage accessible web content, thus reducing virus and malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, OIIIT began migrating to Microsoft Exchange for campus email services because the existing Linux SendMail system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange allowed for increased storage and enhanced services such as a shared calendar, contact integration, and web-based connectivity. In addition to purchasing the necessary hardware and software, OIIIT configured user accounts in such a way that existing email service was not interrupted. Existing email accounts were migrated from Eudora, which was no longer supported, to Outlook, allowing client connectivity to the Microsoft Exchange environment. OIIIT upgrades faculty/staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty/staff machines. Public labs used by students are also upgraded on a rotating basis. OIIIT is currently upgrading all campus users to Office 2010 at request of individual users.

Faculty use of distance learning technology is guided by GSW's Distance Learning Manual, which includes sections on Developing Distance Learning Courses and on Assessment of Distance Learning.

Technology Training

Technology is first introduced to students at orientation during STORM (Seizing the Opportunity to Register and More) Day with sessions to familiarize them with RAIN, RADAR (the student email system), CanesNET (campus network authentication and authorization) and GeorgiaVIEW (online course management system). Access to campus information systems is critical to the students as they pursue their academic careers (see GSW STORM Day Schedule 2013).

Students log on to RAIN to access critical student information such as their course schedule, academic transcript, financial aid status, holds, and much more. In addition to the demonstration of RAIN that students receive during STORM day, online instructions on how to use RAIN are also available (see RAIN Access Instructions). At STORM Days, students also receive instruction on how to access and use their GSW email accounts and how to use their CanesNET credentials to authenticate and access campus computing resources such as classroom and lab computers and the campus wireless network. Instruction on the student email system is available online (see GSW Student E-Mail). Instruction on how to use CanesNET is available online (see GSW Wireless Networking).

All freshmen receive additional instruction on accessing these information systems in UNIV 1000 the GSW Experience, GSW's orientation course. Also students are instructed on how to use GeorgiaVIEW, GSW's learning management system. GeorgiaVIEW is used by online, traditional face-to-face, and hybrid classes for presenting online course materials such as course notes, discussion boards, tests and quizzes, videos, and chat sessions. The GeorgiaVIEW course management system is used in the UNIV 1000 course in lieu of a textbook to ensure that all students receive the proper instruction in how to be successful in an online environment.

The GeorgiaVIEW website also provides students training resources at the link Student Orientation on the right side of the Main GeorgiaVIEW page. The training and tutorials that focus on the enhancement of student learning are described below and appropriate web links are provided. The GeorgiaVIEW website provides students other training resources as well:

- GeorgiaVIEW Top 10 Tips for best results using GeorgiaVIEW
- Getting Started with GeorgiaVIEW, a FAQ page
- D2L System Software Requirements
- Computer Setup information with minimum computer requirements for GeorgiaVIEW
- Online 24/7/365 GeorgiaVIEW HELP with the USG Online Support Center
- Respondus test creation software and the Respondus Lockdown Browser (RLDB) are used to enrich the student experience and maintain a fair testing environment in distance learning classes. Students are provided with the online RLDB Quick Start Guide.

In addition to instruction in the use of learning technology provided by OIIIT and individual instructors in courses where specialized hardware and software is used, the James Earl Carter Library (JEC) provides instruction in the use of information technologies, such as bibliographic databases. This instruction is delivered in UNIV 1000 as well as through individualized class instruction requested by faculty members for specific classes they teach (see CS 3.8.2 for more information).

GSW's Department of Computer Science maintains its own domain for the use of Computer Science faculty and students, which provides live and online laboratories for its classes. The faculty were trained in the use of the network by its designer, Simon Baev, Assistant Professor of Computer Science, and faculty train the students in their classes (see GSWCM.net Presentation).

Use of all computer technology resources is governed by GSW's Computer Use Policy.

Sources (In Order of Appearance)

- GSW Mission Statement
- GSW Classroom and Lab Computer Inventory 2013
- GSW Classroom Support Technology Inventory 2013
Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013

D2L System Software Requirements

Music

Microsoft Internet Explorer (IE 8 and IE 9)
Adobe Reader

This instruction is delivered in UNIV 1000 as well as through individualized class instruction requested by faculty members for faculty/staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty from Eudora, which was no longer supported, to Outlook, allowing client connectivity to the Microsoft Exchange environment. OIIT upgrades such as a shared calendar, contact integration, and web malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, OIIT began migrating to between GSW's two core devices and a greater range of capabilities for the campus network, the segmentation of the campus data network for courses and to access their academic records, such as grades (see Internet, high quality real PeachNet is the statewide communications network supporting all USG Information Technology Services (ITS) efforts. This statewide other services offered on GSW's campus and within the USG. Wireless Internet is provided for students, faculty, and staff in our residence GSW provides the following software on each workstation in student computer labs and classrooms: Classroom and Computer Lab Inventory of 315 computers) on campus are computer software applications and flexible hours. All of the campus residence halls have open computer labs. In addition, 13 classrooms (with a total OIIT also operates 16 open computer labs with a total of 188 computers located throughout campus, providing students with a wide variety of Technology Inventory for classroom instructional uses. All classrooms have access to the campus network and, therefore, access to the internet. Currently, 26% of interactive white boards or annotation tablets, document cameras, and other specialized classroom instruction equipment. The University has also has a virtual computing laboratory which spans multiple Windows desktop sessions and several UNIX servers which is used in Narrative 3.4.12 Georgia Southwestern State University
### Educational Programs: Undergraduate: General Education Competencies

The institution identifies college-level education competencies and the extent to which students have attained them.

#### Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

#### Narrative

Georgia Southwestern State University (GSW) has established nine areas of general education competency, each associated with one or two learning outcomes that characterize the skills and knowledge associated with the competency. GSW has also targeted courses in which the competencies will be a focus and in which the competencies will be assessed. The table below shows the competencies, the targeted courses, and the learning outcomes (see also GSW Undergraduate Bulletin pp. 91-97).

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Targeted Courses</th>
<th>Learning Outcome</th>
</tr>
</thead>
</table>
| A1   | Communication | ENGL 1101 Composition I  
ENGL 1102 Composition II | Students will be able to write effectively for a variety of audiences to demonstrate collegiate-level writing development in various contexts |
| A2   | Quantitative | MATH 1101 Introduction to Math Modeling  
MATH 1111 College Algebra  
MATH 1113 Precalculus  
MATH 1120 Calculus I | Students will be able to analyze and apply mathematical concepts in various forms in order to solve a variety of quantitative problems |
| B    | Institutional Options | LIBR 1101 Foundations of Information Literacy  
WMST 2001 Introduction to Women's Studies | Students will be able to evaluate information critically  
Students will be able to understand cultural differences |
| C    | Humanities and Fine Arts | ENGL 2110 World Literature  
ENGL 2120 British Literature  
ENGL 2130 American Literature | Students will be able to articulate factual and conceptual knowledge concerning humanities and fine arts |
| D    | Science and Mathematics | BIOL 1107 & BIOL 1107I - Essentials of Biology I Lecture and Lab  
BIOL 1108 & BIOL 1108L - Essentials of Biology II Lecture and Lab  
BIOL 1500 - Applied Botany  
BIOL 2107 - Principles of Biology I  
BIOL 2108 - Principles of Biology II  
CHEM 1151 & CHEM 1151L - Survey of Chemistry I Lecture and Lab  
CHEM 1152 & CHEM 1152L - Survey of Chemistry II Lecture and Lab  
CHEM 1211 - Principles of Chemistry I Lecture  
CHEM 1212 - Principles of Chemistry II Lecture  
GEOL 1121 - Earth Materials, Processes, and Environment  
GEOL 1122 - Earth History and Global Change  
PHYS 1111 - Introductory Physics I  
PHYS 1112 - Introductory Physics II | Students will be able to interpret symbolic representations of data relevant to the physical world  
Students will be able to evaluate the relationship between observation and inference in the natural sciences |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
</table>
| **E - Social Science**             | HIST 1111 World Civilization I  
HIST 1112 World Civilization II  
HIST 2111 US History I  
HIST 2112 US History II  
POLS 1101 American Government | Students will be able to articulate factual and conceptual knowledge concerning societal dynamics |
| **US Perspectives**               | HIST 2111 US History I  
HIST 2112 US History II  
POLS 1101 American Government | Students will be able to articulate factual and conceptual knowledge concerning historical and societal dynamics within the United States |
| **Global Perspectives**           | HIST 1111 World Civilization I  
HIST 1112 World Civilization II | Students will be able to articulate factual and conceptual knowledge concerning world-wide societal dynamics |
| **Critical Thinking**             | ENGL 1101 Composition I  
ENGL 1102 Composition II | Students will be able to analyze and evaluate the main issues that relate to problems or texts, and then apply an organized, coherent and accurate response |

These competencies were established as part of the University System of Georgia's (USG) Core Curriculum revision and were implemented in Fall term 2011 (see BoR Policy 3.3.1 and USG Academic and Student Affairs Handbook section 2.4). Prior to implementation the competencies and the learning outcomes associated with them were reviewed and approved by the USG General Education Council, specifically to ensure that the competencies and learning outcomes were college-level (see USG Handbook Section 2.4.6 on approvals, and About USG General Education Council). The USG General Education Council approved GSW’s learning outcomes on April 15, 2011.

As noted in the narrative for Core Requirement 2.7.3, GSW’s Core Curriculum includes an Area F that consists of lower level courses in or related to a student's major, but this area is considered preparatory to the major rather than as part of the general education competencies, and therefore, its learning outcomes are established and its assessment conducted at the program level. Assessments conducted for Area F within programs are generally construed as baseline data for comparison to program completion assessments rather than as measures of general education competency attainment.

**Assessment of Attainment in General Education**

As described in the GSW General Education Assessment Manual (pp. 2-4), GSW’s General Education Assessment Plan follows a three year cycle in which three areas of competency are assessed each year. Schedule of assessment that began in 2011-12 is as follows:

<table>
<thead>
<tr>
<th>Year One (beginning 2011-2012)</th>
<th>Year Two (beginning 2012-13)</th>
<th>Year Three (beginning 2013-2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Communication</td>
<td>C Humanities/Fine Arts</td>
<td>B Institutional Options</td>
</tr>
<tr>
<td>A2 Mathematics</td>
<td>E Social Sciences</td>
<td>D Natural and Computational Sciences</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>US Perspectives</td>
<td>Global Perspectives</td>
</tr>
</tbody>
</table>

Assessment of attainment is accomplished through the collection and evaluation of course-embedded artifacts using rubrics or other criteria developed by faculty members teaching the courses targeted for the particular Core areas. Courses chosen as sites of attainment assessment were selected for a variety of reasons. Many courses were chosen because they enroll relatively more students than other courses; for instance, the History courses in Area E enroll more students on average than either PSYC 1101 Introduction to Psychology or SOCI 1101 Introduction to Sociology. Sequenced courses were chosen, since they have the potential to provide baseline data to compare with attainment data; for instance, ENGL 1101 Composition I and ENGL1102 Composition II were chosen for Critical Thinking assessment since baseline data could be collected in 1101 for comparison with attainment data collected in 1102. Some courses were chosen to make the assessment simpler administratively; for instance, the English courses were chosen of assessment of Area C because adequate data could be collected by one academic unit rather than involving four academic units as would have been the case if ARTC 1100 Art Appreciation, MUSC 1100 Theater Appreciation, and THEA 1100 Theater Appreciation had been included. Some courses were chosen because they are offered more regularly than other courses in the same Core area; for instance, LIBR 1101 Foundations of Information Literacy and WMST 2001 Introduction to Women's Studies were chosen for assessment of Area B because these two courses are offered more regularly (every Spring term and every term, respectively) than other options in Area B. The table below summarizes the assessment
plans for each area of general education competency showing area outcomes, outcome measures, who carries out the review of attainment data, and attainment targets. Where applicable, the rubrics used for attainment assessment are linked in the table as well.
<table>
<thead>
<tr>
<th>Learning Outcomes by Competency Area</th>
<th>Outcomes Measures</th>
<th>Review of Outcome Data</th>
<th>Outcome Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area A1:</strong> Students will be able to write effectively for a variety of audiences to demonstrate collegiate-level writing development in various contexts</td>
<td>Baseline Assessment: Midterm Exam in ENGL 1101 Composition I&lt;br&gt;Attainment Assessment: Final Project in ENGL 1102 Composition II</td>
<td>Outcome data reviewed by the Department of English and Modern Languages Assessment Committee once every three years beginning in 2011-12</td>
<td>60% of students assessed will meet or exceed expectations at exit from ENGL 1102 Composition II (rationale: writing is a complex skill that should develop throughout a student's college career rather than only during the Core curriculum)</td>
</tr>
<tr>
<td><strong>Area A2:</strong> Students will be able to analyze and apply mathematical concepts in various forms in order to solve a variety of quantitative problems</td>
<td>Assessment of course-appropriate problem on the final exam in each targeted Mathematics course&lt;br&gt;Problem assessed using GSW Rubric for General Education Mathematics</td>
<td>Outcome data reviewed by the Department of Mathematics faculty once every three years beginning in 2011-12</td>
<td>75% of students assessed will meet or exceed expectations at completion of A2 of the Core</td>
</tr>
<tr>
<td><strong>Area B:</strong> Students will be able to evaluate information critically&lt;br&gt;Students will be able to understand cultural differences</td>
<td>Assessment of final project in LIBR 1101 Information Literacy&lt;br&gt;Project assessed using GSW Area B Information Literacy Rubric&lt;br&gt;Assessment of final project in WMST 2001&lt;br&gt;Project assessed using GSW Area B Intercultural Knowledge Rubric</td>
<td>Outcome data reviewed by the Library faculty and by Committee and the Committee on Academic Affairs General Education Review Subcommittee once every three years beginning in 2013-14</td>
<td>75% of students assessed will score 2 or above on the GSW Area B Information Literacy Rubric</td>
</tr>
<tr>
<td><strong>Area C:</strong> Students will be able to articulate factual and conceptual knowledge concerning humanities and fine arts</td>
<td>Assessment of an essay question on the final exam for English Courses in Area C (see example questions)&lt;br&gt;Essays assessed using the GSW Area C Assessment Rubric</td>
<td>Outcome data reviewed by the Department of English and Modern Languages Assessment Committee once every three years beginning in 2012-13</td>
<td>75% of students meet or exceed on overall outcomes assessment.</td>
</tr>
<tr>
<td><strong>Area D:</strong> Students will be able to interpret symbolic representations of data relevant to the physical world&lt;br&gt;Students will be able to evaluate the relationship between observation and inference in the natural sciences</td>
<td>Assessment questions included on Final Exam in Biology, Geology, and Physics courses that evaluate the students' ability to (1) interpret graphical data, (2) evaluate relationships from the graph and (3) predict relationships from the graph (see example questions)&lt;br&gt;Questions assessed using GSW Area D Assessment Rubric</td>
<td>Reviewed once every three years by the Biology, Geology, and Physics faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2013-14 (piloted in 2012-13)</td>
<td>60% of students meet rubric expectations</td>
</tr>
<tr>
<td><strong>Area E:</strong> Students will be able to articulate factual and conceptual knowledge concerning societal dynamics</td>
<td>Assessment of final exam questions in HIST 1111, HIST 2112, HIST 2111, HIST 2112, and POLS 1101&lt;br&gt;Questions assessed using course specific rubrics (see GSW Area E History Assessment Rubric and GSW Area E Political Science Assessment Rubric)</td>
<td>Reviewed once every three years by the Department of History and Political Science faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2012-13</td>
<td>75% of students assessed will score 3 or above on the course specific rubric</td>
</tr>
<tr>
<td><strong>US Perspectives:</strong> Students will be able to articulate factual and conceptual knowledge concerning historical and societal dynamics within the United States</td>
<td>Assessment of final exam questions in HIST 2111, HIST 2112 &amp; POLS 1101&lt;br&gt;Questions assessed using the GSW US Perspectives Assessment Rubric</td>
<td>Reviewed once every three years by the Department of History and Political Science faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2012-13</td>
<td>75% of students assessed will score 3 or above on the are specific rubric</td>
</tr>
<tr>
<td><strong>Global Perspectives:</strong> Students will be able to articulate factual and conceptual knowledge concerning world-wide societal dynamics</td>
<td>Assessment of final exam questions in HIST 1111 &amp; HIST 1112&lt;br&gt;Questions assessed using the GSW Global Perspectives Assessment Rubric</td>
<td>Reviewed once every three years by the Department of History and Political Science faculty and by the Committee on Academic Affairs General Education Review Subcommittee beginning in 2012-13</td>
<td>75% of students assessed will score 3 or above on the are specific rubric</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong> Students will be able to analyze and evaluate the main issues that relate to</td>
<td>Baseline Assessment: Midterm Exam in ENGL 1101 Composition I&lt;br&gt;Attainment Assessment: Final Project in ENGL 1102 Composition II&lt;br&gt;Both assessments carried out using the GSW Gen Ed Critical Thinking Rubric</td>
<td>Outcome data reviewed by the Department of English and Modern Languages Assessment Committee once every three years beginning in 2011-12</td>
<td>60% of students assessed will meet or exceed expectations at exit from ENGL 1102 Composition II (rationale: critical thinking is a complex set of skills that should develop throughout a student's college career rather than only during the Core curriculum)</td>
</tr>
</tbody>
</table>

Attainment data from the evaluation of artifacts are analyzed by the assessment coordinators and faculty in the academic units for possible
action for improvement. Review of attainment results and actions plans for improvement are forwarded to the Deans for collation into a General Education Annual report submitted to the Director of Institutional Effectiveness and Planning, and the Vice President of Academic Affairs (see GSW Gen Ed Annual Report October 2012 and GSW Gen Ed Annual Report August 2013).

As provided in the University Statutes, the General Education Assessment Review subcommittee on the Committee on Academic Affairs (CoAA) reviews the General Education Assessment Reports annually and reports to the full CoAA on its review (see CoAA Minutes April 19, 2013). This annual review ensures that the assessment is being done and that the assessment is shared with units, such as the Schools Business Administration, of Education, and of Nursing not directly involved in general education instruction or assessment, but nonetheless interested in the extent to which general education competencies are obtained (see GSW CoAA Gen Ed Assessment Subcommittee Roster 2012-13). The review of the 2011-12 General Education Annual Report by CoAA and its subcommittee led to a recommendation to GSW's Faculty Senate that the plan for assessing Critical Thinking be reviewed through the appropriate faculty and administrative channels. The Faculty Senate discussed the recommendation at its meeting on April 24, 2013 and voted to pass the recommendation to the Office of Academic Affairs for action during the 2013-14 academic year (see GSW Faculty Senate Minutes April 2013 p. 2). The Director of Institutional Effectiveness and Planning also reviews the reports and shares them with the Institutional Effectiveness Committee as part of the committee's ongoing oversight of assessment at GSW (see IEC Minutes 13 December 2013 p. 4).

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Sources (In Order of Appearance)

- GSW UG Bulletin 2013-14 (Page 91)
- BoR Policy Manual 3.3.1 Core Curriculum
- USG Academic and Student Affairs Handbook Section 2.4 Core Curriculum
- USG Academic and Student Affairs Handbook Section 2.4 Core Curriculum (Page 6)
- About USG General Education Council
- GSW Core Revision Approval 2010-11
- GSW General Education Assessment Manual (Page 2)
- GSW Core Area A1 Assessment Rubric
- GSW Core Area A2 Rubric
- GSW Core Area B Info Literacy Rubric
- GSW Core Area B Intercultural Knowledge Rubric
- ENGL Sample Assessment Qs
- GSW Core Area C Assessment Rubric
- GSW Core Area D Assessment Rubric
- GSW Core Area E History Assessment Rubric
- GSW Core Area E Poli Sci Assessment Rubric
- GSW US Perspectives Assessment Rubric
- GSW Global Perspectives Assessment Rubric
- GSW Critical Thinking Rubric
- GSW Gen Ed Annual Report October 2012
- GSW Gen Ed Annual Report August 2013
- GSW Faculty Handbook 2013-2014 (Page 169)
- CoAA Minutes April 19 Tentative (Page 2)
- GSW COAA Gen ED Assessment Subcommittee 2012-13
- GSW Faculty Senate Minutes April 2013 (Page 2)
- IEC Minutes 13 December 2012 (Page 4)
- BIOL Example Assessment Qs
3.5.2

**Educational Programs: Undergraduate: Institutional credits for a degree**

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See Commission policy “Collaborative Academic Arrangements.”)

**Judgment**

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

**Narrative**

Georgia Southwestern State University (GSW) requires all undergraduate degree candidates to earn at least twenty-seven (27) of the forty (40) hours of credit immediately preceding graduation in residence. This requirement applies to both students who matriculate at GSW as freshmen and continue to graduation, and to transfer students. In addition, transfer students admitted to the University for the final year of coursework must be in residence for a minimum of two semesters and must complete at least thirty (30) hours of credit including fifteen hours of upper division credit in the major field (see General Baccalaureate Requirements in GSW Undergraduate Bulletin pp. 87-89). Since all GSW baccalaureate degrees require at least 120 credit hours for completion, even students who transfer significant amounts of credit to GSW are required to receive at least 25% of their instruction here. Transfer students in programs that require more than 120 credit hours for completion may be required to take more than 30 credit hours in residence during the last stages of their programs to ensure that they have received at least 25% of their instruction from GSW. The Office of the Registrar verifies that a student has met the residency requirement at the time of application for graduation. Students apply for graduation a year prior to their intended date of graduation. Distance Education students are considered in residence if they are taking distance education classes from GSW, regardless of where they are physically residing.

GSW has the following collaborative arrangements for undergraduate degrees that require some specific explanation: Dual Degree Program with Georgia Institute of Technology (GIT), 1+2+1 Programs with Chinese Universities, and the WebBSIT Consortium.

**Dual Degree Program with GIT**

GSW collaborates with the GIT on a program in which students begin their degrees at GSW and eventually transfer to GIT. If the candidates complete all the required courses at both GSW and GIT, they receive a degree from both institutions. A student participating in this program would have approximately three years of coursework at GSW and approximately two years at GIT. The specific degree tracks range from 138 credit hours to 150 credit hours and award the student a Bachelor of Science Degree from GSW and a Bachelor of Science in Engineering Degree from GIT. The table below shows the degrees awarded by GSW and GIT, as well as the number of credit hours earned through instruction at each institution. Curriculum Sheets for each program track are linked to the total number of hours for the track in the table.

<table>
<thead>
<tr>
<th>GSW Degree</th>
<th>GSW Credit Hours</th>
<th>GIT Degree</th>
<th>GIT Credit Hours</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Biology</td>
<td>86</td>
<td>BS in Biomedical Engineering</td>
<td>52</td>
<td>138 BS Biology Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>91</td>
<td>BS in Chemical Engineering</td>
<td>52</td>
<td>143 BS Chemistry Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>96</td>
<td>BS in Computer Engineering</td>
<td>52</td>
<td>148 BS Computer Science Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>94</td>
<td>BS in Aerospace Engineering</td>
<td>46</td>
<td>140 BS Mathematics DD Curriculum Aerospace Track</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Civil Engineering</td>
<td>53</td>
<td>150 BS Mathematics DD Curriculum Civil Track</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Electrical Engineering</td>
<td>53</td>
<td>150 BS Mathematics DD Curriculum Electrical Track</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Mechanical Engineering</td>
<td>52</td>
<td>149 BS Mathematics DD Curriculum Mechanical Track</td>
</tr>
</tbody>
</table>

**One Plus Two Plus One Agreements (1+2+1)**

GSW has been a member of the American Association of State Colleges and Universities (AASCUS)-China Center for International Educational Exchange (CCIEE) Sino-American Cooperation on Higher Education and Professional Development (CHEPD) since June 2007. This program encourages and promotes the educational exchange of students between Chinese and American universities. GSW has signed 1+2+1 agreements with seventeen (17) Chinese universities that conform to program specifications as outlined in the CCIEE Institutional Addendum. In each of these programs, students spend the first year of college at their home university in China, the second and third year at GSW, and the final year at their home university in China. Thus, each student in this program earns half the credit hours required for his or her degree from GSW.

**WebBSIT Consortium**

The WebBSIT Consortium is a collaboration between six University System of Georgia (USG) institutions, including GSW, Armstrong Atlantic State University, Clayton State University, Columbus State University, Georgia Southern University, and Southern Polytechnic State University (see WebBSIT MOU). Students in this program take the major courses required for the degree as distance education courses and each consortium member contributes faculty members to teach the necessary courses, but the students are considered students of their home institution and receive a degree from that institution when they earn the credit hours required. WebBSIT students take the majority of their general education courses from their home institution (see WebBSIT Curriculum Sheet). At GSW, WebBSIT students are required to meet the same General Baccalaureate Requirements as any other GSW students, and therefore may not graduate form GSW without earning at least 25% of the credit hours required for the degree through instruction offered by GSW. As with other GSW students, the Office of the Registrar verifies that a student has met the residency requirement at the time of application for graduation. Students apply for
graduation a year prior to their intended date of graduation. GSW WebBSIT students are considered in residence if they are taking distance education classes from GSW, regardless of where they are physically residing.

**Sources** (In Order of Appearance)

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSW UG Bulletin 2013-14 (Page 87)</td>
</tr>
<tr>
<td>Dual Degree w GaTech</td>
</tr>
<tr>
<td>BS Biology Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS Chemistry Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS Computer Science Dual Degree Curriculum</td>
</tr>
<tr>
<td>BS Mathematics DD Curriculum Aerospace Track</td>
</tr>
<tr>
<td>BS Mathematics DD Curriculum Civil Track</td>
</tr>
<tr>
<td>BS Mathematics DD Curriculum Electrical Track</td>
</tr>
<tr>
<td>BS Mathematics DD Curriculum Mechanical Track</td>
</tr>
<tr>
<td>CCIEEE Institutional Addendum 2012</td>
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<tr>
<td>WebBSIT_CSWebsite</td>
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<td>WebBSIT_MOU_2010</td>
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<tr>
<td>BS Information Technology Curriculum Web Track</td>
</tr>
<tr>
<td>Dual Degree with GA Tech in Bulletin</td>
</tr>
<tr>
<td>Dual Degree with Georgia Tech</td>
</tr>
</tbody>
</table>
3.5.3

Educational Programs: Undergraduate: Undergraduate requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See Commission policy “The Quality and Integrity of Undergraduate Degrees.”)

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) publishes all requirements for undergraduate programs, including the General Education Core curriculum in the Undergraduate Bulletin and on the Registration and Academic Information Network (RAIN). In addition, academic departments publish major requirements on their respective web pages or provide links to relevant pages in the Undergraduate Bulletin or on RAIN.

The Undergraduate Bulletin organizes information on all program requirements in the same way. Each degree program is listed within a section for each of the larger academic unit on campus, the College of Arts and Sciences and the Schools of Business Administration, of Computing and Mathematics, of Education, and of Nursing. The section on each degree describes the program, lists the program learning outcomes and outcomes assessments, and provides links to the program curriculum sheet on RAIN. A separate section of the bulletin that follows the same pattern is devoted to the General Education Core Curriculum (see GSW Undergraduate Bulletin 2013-14 pp 91-97).

Access to curriculum sheets is also provided by two other routes on the web. There are two links to the RAIN Curriculum Sheet Index page on the GSW Academics Index page, which is one of links just below the header on the majority of GSW webpages. On the main GSW RAIN Index page, there is a pull-down menu to the right in which a link to the RAIN Curriculum Sheet Index resides. On the RAIN Curriculum Sheet Index page are links to curriculum sheets for each catalog year from 2002-03 through 2013-14 (see GSW Curriculum Sheet Index 2013-14). The curriculum sheets are in the form of read-only spreadsheets that can be saved or printed and then used by individual students and their advisors to track progress.

The table below provides links to PDFs of program websites and to 2013-14 curriculum sheets.

<table>
<thead>
<tr>
<th>Program (linked to description in GSW Undergraduate Bulletin)</th>
<th>Webpage</th>
<th>Curriculum Sheet(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core</td>
<td>General Education Program Core Curriculum Webpage</td>
<td>General Ed-Core Curriculum</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology Program Webpage</td>
<td>BS Biology Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Biology Dual Degree Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology Minor</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry Program Webpage</td>
<td>BS Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Chemistry Dual Degree Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry Minor</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science Program Webpage</td>
<td>BS Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Computer Science Dual Degree Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Information Technology Curriculum Business Track</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Information Technology Curriculum Multi-Media Track</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BS Information Technology Curriculum Web Track</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Science Minor</td>
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<td>Information Technology Certificate</td>
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<td>Information Technology Certificate OL</td>
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<td>Dramatic Arts</td>
<td>Dramatic Arts Program Webpage</td>
<td>BA Dramatic Arts Curriculum Comm MA Track</td>
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<td>BA Dramatic Arts Curriculum Performance Track</td>
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<td>BA English Curriculum</td>
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<td>English Minor</td>
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<td>Spanish Minor</td>
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<td>Geology</td>
<td>Geology Program Webpage</td>
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<tr>
<td>History</td>
<td>History Program Webpage</td>
<td>BA History Curriculum</td>
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<td>BA History Curriculum Teacher Cert Track</td>
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<td>Mathematics</td>
<td>Mathematics Program Webpage</td>
<td>BS Mathematics Curriculum</td>
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<td>BS Mathematics Curriculum Computational Science Track</td>
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<td>BS Mathematics Curriculum Financial Engineering Track</td>
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<td></td>
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<td>BS Mathematics Curriculum Teacher Cert Track</td>
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<td>BS Mathematics DD Curriculum Aerospace Track</td>
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<td>BS Mathematics DD Curriculum Civil Track</td>
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<td>Field</td>
<td>Program/Website</td>
<td>Program/Track</td>
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<td>BS Mathematics DD Curriculum Electrical Track</td>
<td>BS Mathematics DD Curriculum Mechanical Track</td>
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<td><strong>Music</strong></td>
<td>Music Program Webpage</td>
<td>BA Music Curriculum</td>
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<td>BA Music Curriculum Teacher Cert Track</td>
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<tr>
<td><strong>Political Science</strong></td>
<td>Political Science Program Webpage</td>
<td>BS Political Science Curriculum</td>
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<tr>
<td></td>
<td></td>
<td>BS Political Science Curriculum Teacher Cert Track</td>
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<tr>
<td><strong>Psychology</strong></td>
<td>Psychology Program Webpage</td>
<td>BA Psychology Curriculum</td>
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<td>BS Psychology Curriculum</td>
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<td>Psychology Minor</td>
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<tr>
<td><strong>School of Business Administration</strong></td>
<td>School of Business Undergrad Program Webpage</td>
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<td>BBA Curriculum Accounting Track OL</td>
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<td>BBA Curriculum HR Management Track</td>
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<td>BBA Curriculum Management Track</td>
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<td>BBA Curriculum Management Track OL</td>
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<td></td>
<td>BBA Curriculum Marketing Track</td>
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<td>Accounting Minor</td>
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<td>Accounting Minor for Computer Science</td>
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<td>HR Management Minor</td>
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<td>HR Management Minor for Computer Science</td>
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<td>Management Minor</td>
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<td>Marketing Minor for Computer Science</td>
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<td>Professional Golf Management Certificate</td>
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<tr>
<td><strong>School of Education</strong></td>
<td>School of Education Undergraduate Program Webpage</td>
<td>BSED Curriculum Early Childhood Track</td>
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<td>BSED Curriculum Exercise Science Track</td>
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<td>BSED Curriculum Health &amp; PE Track</td>
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<td>BSED Curriculum Middle Grades Track</td>
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<td>BSED Curriculum Special Ed Track</td>
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<td>Education Minor</td>
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<tr>
<td><strong>School of Nursing</strong></td>
<td>School of Nursing Undergraduate Program Webpage</td>
<td>BS Nursing Curriculum Traditional Track</td>
</tr>
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<td>BS Nursing Curriculum 2nd Degree Track</td>
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<td>BS Nursing Curriculum LPN to RN Track</td>
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<td>BS Nursing Curriculum RN to BSN Track</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>Sociology Program Webpage</td>
<td>BS Sociology Curriculum</td>
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<tr>
<td></td>
<td></td>
<td>Sociology Minor</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>Visual Arts Program Webpage</td>
<td>BA Visual Arts Curriculum</td>
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<td></td>
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<td>BFA Visual Arts Curriculum</td>
</tr>
<tr>
<td></td>
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<td>Visual Art Minor</td>
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<tr>
<td><strong>Interdisciplinary Undergraduate Certificates</strong></td>
<td>Caregiving Issues and Management Certificate Webpage</td>
<td>Caregiving Issues and Management Certificate</td>
</tr>
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<td></td>
<td>Criminal Justice Certificate Webpage</td>
<td>Criminal Justice Certificate</td>
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<tr>
<td></td>
<td>English as a Second Language Certificates (not college level)</td>
<td>ELL Webpage</td>
</tr>
<tr>
<td></td>
<td>European Union Studies Certificate Webpage</td>
<td>European Union Studies Certificate</td>
</tr>
<tr>
<td></td>
<td>Global Studies Certificate Webpage</td>
<td>Global Studies Certificate</td>
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<tr>
<td></td>
<td>Women's Studies Certificate Webpage</td>
<td>Women's Studies Certificate</td>
</tr>
</tbody>
</table>

The conformity of GSW’s programs to commonly accepted standards and practices is ensured in two primary ways. All programs have undergone not only the institution’s approval process, but also have been subject to review by the University System of Georgia (USG) Office of Academic Affairs and have been approved by the Board of Regents (BoR). All GSW programs are also subject to external review through the processes of an external accrediting organization other than SACSCOC or through GSW’s own Comprehensive Program Review (CPR) process.

**Program Approval Processes**

All undergraduate program additions at GSW undergo a three-tiered review and approval process before undergoing the USG approval process. All proposals for new undergraduate programs are first submitted to the faculty Committee on Academic Affairs (CoAA) for review and approval (See detailed description of approval process.). After approval by the CoAA, proposals proceed to the Faculty Senate for review and approval, and after receiving senate approval, proposals are submitted for approval of the full faculty at one of the semiannual General Faculty Meetings. Proposed programs must complete the entire GSW approval process before they can be submitted to the USG for review and approval by the BoR. Since curriculum and course changes to the Core Curriculum affect all degree programs, such changes must also undergo the three-tiered GSW review and approval process, and must subsequently be submitted to the USG General Education Council for review and approval.

The USG Process for approval of new programs consists of two-steps: the Program Prospectus and the Formal Proposal. The Program Prospectus addresses the need for the program within the USG, the state of Georgia, and the institution’s region within the state, and provides evidence that the program does not represent an unnecessary duplication. The Program Prospectus is reviewed by the USG office, and the institution is subsequently notified whether a Formal Proposal is invited. The Formal proposal is a fully detailed narrative of the proposed program that addresses the following issues:
Program description and objectives

- Program's fit with institutional mission
- Program justification
- Curriculum
- Admissions criteria
- Assistantship availability (if applicable)
- Student learning outcomes
- Program administration
- Degree Credit-Hour Waiver (if applicable)
- Projected enrollments
- Faculty inventory and workload
- Fiscal and Facilities Impact with Estimated Budget
- New and Online Program Delivery Questions (if applicable)

The Formal Proposal undergoes a review external to the USG before being recommended for approval to the BoR.

Changes to GSW’s Core Curriculum must be approved the USG General Education Council after they have been approved at the institutional level. According to the By-Laws of the General Education Council,

The Council establishes the criteria that determine which courses are appropriate for inclusion in the Core Curriculum. The Council reviews course proposals submitted and approves such courses according to the established criteria. In doing so, the Council has the responsibility for overseeing and maintaining the integrity of the Core, and for ensuring the transferability of the Core. Additionally, the Council is responsible for reviewing and approving student learning outcomes for each area of the Core and for the Core overlay requirements of global perspectives, U.S. perspectives, and critical thinking. Any changes to Areas A-E of an institution’s Core or to an institution’s student learning outcomes require the Council’s approval (USG General Education Council By-Laws).

The approval processes for addition of new degree programs, and changes to the Core Curriculum, especially at the USG level, insure that GSW’s undergraduate curriculum conforms to commonly accepted standards and practices. GSW’s external review processes ensure that GSW’s undergraduate curriculum continues to conform to commonly accepted standards and practices after programs and changes are implemented.

External Review Processes

Six programs at GSW are individually accredited. Both the Bachelor of Business Administration and the Master of Business Administration programs offered by the School of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB). See AACSB Certificate. The Bachelor of Science in Education, the Master of Education, and the Education Specialist programs offered by the School of Education are all accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Georgia Professional Standards Commissions (PSC). See NCATE/PSC approval notification. The Bachelor of Science in Nursing program offered by the School of Nursing is accredited by National League for Nursing Accreditation Commission and has full approval from the Georgia Board of Nursing (NLNAC). See NLNAC approval notification. The Master of Science in Nursing Program is not currently accredited, but the School of Nursing will be seeking initial accreditation of the program during the 2013-14 academic year.

All degree programs at GSW, including the Core Curriculum, must undergo CPR periodically to determine the ongoing quality, productivity, and viability of the programs (see GSW CPR Policy). For programs that are individually accredited by an external accrediting organizations, the reaccreditation processes required by their accrediting organization also function as their CPRs. Programs within GSW’s College of Arts and Sciences, and School of Computing and Mathematics that are not externally accredited undergo CPR once every seven years. The institutional CPR process includes an external review component that specifically addresses program quality. BoR Policy 3.6.3 requires all general education programs to be reviewed once every five years to coincide with the SACSCOC Interim Fifth-Year Report and Decennial Compliance Certification; a judgment of compliance with SACSCOC Comprehensive Standard 3.5.1 is considered a successful General Education CPR. The table below includes links to the most recent CPR self-study and external review for each undergraduate program.
<table>
<thead>
<tr>
<th>Program</th>
<th>Most Recent Self-Study</th>
<th>Most Recent External Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) Dramatic Arts</td>
<td>BA_DramaticArts_CPR_Self-Study_2007</td>
<td>BA_DramaticArts_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BA in English</td>
<td>BA_English_CPR_Self-Study_2007</td>
<td>BA_English_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BA in History</td>
<td>BA_History_CPR_Self-Study_2006</td>
<td>BA_History_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>BA_Psychology_CPR_Self-Study_2007</td>
<td>BA_Psychology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>SoBA_CPR_Self-Study_2008</td>
<td>SoBA_CPR_ExternalReview_2009</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BS_Biology_CPR_Self-Study_2007</td>
<td>BS_Biology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>BS_in_Chemistry_Self-Study_2011</td>
<td>BS_in_Chemistry_ExternalReview_2012</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>BS_ComputerScience_CPR_Self-Study_2006-07</td>
<td>BSMS_ComputerScienceInfoTech_CPR_ExternalReview2007</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS_Geology_CPR_Self-Study_2007</td>
<td>BS_Geology_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>BS_InformationTechnology_CPR_Self-Study_2006-07</td>
<td>BSMS_ComputerScienceInfoTech_CPR_ExternalReview2007</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>BS_Mathematics_CPR_Self-Study_2006</td>
<td>BS_Mathematics_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Nursing</td>
<td>BS_Nursing_CPR_Self-Study_2008</td>
<td>BS_Nursing_CPR_ExternalReview_2009</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>BS_PoliticalScience_CPR_Self-Study_2006</td>
<td>BS_PoliticalScience_CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>BS_Psychology_CPR_Self-Study_2007</td>
<td>BS_Psychology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>BS_Sociology_CPR_Self-Study_2007</td>
<td>BS_Sociology_CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>SoE_NCATE_Self-Study_2012</td>
<td>SoE_NCATE_ExternalReview_2013</td>
</tr>
</tbody>
</table>

GSW's Program Approval Processes and External Review Processes both ensure that the institution’s undergraduate curriculum conforms to commonly accepted standards and practices.

Sources (In Order of Appearance)

- GSW UG Bulletin 2013-14 (Page 91)
- GSW RAIN Curriculum Sheet Index
- GSW Academics Index
- GSW RAIN Index
- GSW Curriculum Sheets Index 2013-14
- General Education Program Core Curriculum Webpage
- General Ed-Core Curriculum
- GSW UG Bulletin 2013-14 (Page 121)
- Biology Program Webpage
- BS Biology Curriculum
- BS Biology Dual Degree Curriculum
- Biology Minor
- GSW UG Bulletin 2013-14 (Page 123)
- Chemistry Program Webpage
- BS Chemistry Curriculum
- BS Chemistry Dual Degree Curriculum
- Chemistry Minor
- GSW UG Bulletin 2013-14 (Page 146)
- Computer Science Program Webpage
- BS Computer Science Curriculum
- BS Computer Science Dual Degree Curriculum
- BS Information Technology Curriculum Business Track
- BS Information Technology Curriculum Multi-Media Track
- BS Information Technology Curriculum Web Track
- Computer Science Minor
- Information Technology Certificate
- Information Technology Certificate OL
- GSW UG Bulletin 2013-14 (Page 137)
- Dramatic Arts Program Webpage
- BA Dramatic Arts Curriculum Comm-Media Arts Track
- BA Dramatic Arts Curriculum Performance Track
- BA Dramatic Arts Curriculum Tech Track
- Dramatic Arts Minor
- GSW UG Bulletin 2013-14 (Page 124)
- English Program Webpage
- BA English Curriculum
3.5.4

Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate degree level, exclusive of the general education component, are taught by faculty members holding an appropriate terminal degree - usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

In most disciplines, GSW considers the terminal degree to be the doctorate, but the president has determined that the Master of Library Science is equivalent to the doctorate in training for library instruction and that the Master of Fine Arts is equivalent to the doctorate in training for performance or studio disciplines, such as Dramatic Arts and Visual Arts (see GSW University Statutes Article III Section 2). During Fall Term 2012 at Georgia Southwestern State University (GSW), the percentage of student credit hours in baccalaureate major programs taught by faculty with appropriate terminal degrees ranged from 33.8% for the Bachelor of Science in Nursing to 100% for programs in Biology, Chemistry, English, Geology, History, and Psychology. For all upper division hours generated at GSW in Fall 2012, 68.6% were taught by faculty with terminal degrees. GSW Major Course Hours by Terminal Degree and Program shows the percentage of courses hours taught by faculty with terminal degrees during Fall 2012 by program. GSW Major Course Hours by Faculty Degree Status Fall 2012 is a table that shows the percentage and credit hour totals generated by individual faculty members both with terminal degrees and non-terminal degrees in upper division classes disaggregated by program. GSW Full-Time Faculty with Terminal Degrees Fall 2012 and GSW Full-Time Faculty with Terminal Degrees Spring 2013 each provides a list of full-time faculty with terminal degrees disaggregated by program and academic unit. One member of the Visual Arts faculty is treated as having both a terminal and non-terminal degree depending upon what classes he is teaching. Professor Keaton Wynn's MFA is a terminal degree for the studio classes he teaches, but not for the art history classes.

Sources (In Order of Appearance)

- GSW Major Course Hours by Term Degree and Program Fall 2012
- GSW Major Course Hours by Faculty Degree Status Fall 2012
- GSW Full-Time Faculty with Terminal Degrees Fall 2012
- GSW Full-Time Faculty with Terminal Degrees Spring 2013
3.6.1

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

Judgment
☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University's (GSW) master's degree programs are clearly more advanced in academic content than the undergraduate programs offered by the same academic units. The primary purpose of each of GSW's master's programs is different from and more advanced than undergraduate programs offered by the same academic units. Each masters program has also established program learning objectives that are more rigorous than those of programs at the bachelors level. Similarly, GSW's Education Specialist Program is progressively more advanced than its Master of Education Program with a more advanced purpose and more rigorous program learning outcomes. The tables below that compare program learning outcomes to substantiate this claim.

Master of Arts in English/Critical Literacy

While the Teacher Certification Track of the BA in English program and the MA in English/Critical Literacy program are both primarily intended for educators, the programs focus on different stages of an educator's career development. The Teacher Certification Track of the BA in English program prepares a student for initial teacher certification in the state of Georgia, while the MA in English/Critical Literacy program continues a student's professional development for both continuing certification, and improved classroom performance. The table comparing the program learning outcomes for the undergraduate and graduate programs demonstrates that the BA program concentrates on the acquisition of knowledge and skills in writing and literary analysis, while the MA program concentrates on the critique and analysis of literacy as a set of practices that are affected by social and cultural context, and the media in which literacy is practiced. The curricula for the programs also reflects this significant difference of focus (see BA and MA in English Curriculum Comparison).

<table>
<thead>
<tr>
<th>BA in English Program Learning Outcomes (a student completing the BA in English program will be able to)</th>
<th>MA in English/Critical Literacy Program Learning Outcomes (a student completing the MA in English program will be able to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose effective responses to the rhetorical situations of writing tasks</td>
<td>Know the essential literature of literary studies</td>
</tr>
<tr>
<td>Compose effective responses to the rhetorical situations of speaking tasks</td>
<td>Distinguish the common and unique characteristics of literacies, including written, spoken, aural, visual, or digital literacy</td>
</tr>
<tr>
<td>Apply cultural and historical understanding to the interpretation of texts</td>
<td>Identify, use, and critique various discourses and codes of power in various media</td>
</tr>
<tr>
<td>Evaluate primary and secondary sources</td>
<td>Critique standards of literacy and analyze the cultural implications of those standards</td>
</tr>
<tr>
<td>Criticize texts in various media (written, digital, and visual, for instance)</td>
<td>Critically analyze and interpret literacies and language in their specific historical, cultural, social, political, and economic contexts</td>
</tr>
<tr>
<td></td>
<td>Recognize and solve problems in critical literacy</td>
</tr>
</tbody>
</table>

Master of Business Administration

While both the Bachelor of Business Administration and the Master of Business Administration prepare students for careers in business, they focus on different stages in a business person's career development. The BBA program prepares students for entry level positions in accounting, management, or marketing, while the MBA Program prepares students for senior management positions or promotion. The differing focus of each program can be demonstrated by comparing the program learning outcomes side-by-side as in the table below. The curricula for the programs reflects this significant difference of focus as well. (See BBA MBA Curriculum Comparison.)

<table>
<thead>
<tr>
<th>Bachelor of Business Administration</th>
<th>Master of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our students will be able to solve a business problem</td>
<td>Our students will master a broad core of business knowledge to analyze, integrate, and apply this knowledge in any business situation</td>
</tr>
<tr>
<td>Our students will be able to communicate in oral and written forms during a business presentation</td>
<td>Our students will have the ability to present their views in oral and written ways, using appropriate content, language, organization, and grammar/syntax</td>
</tr>
<tr>
<td>Our students will behave ethically in their professional lives</td>
<td>Our students will be able to evaluate the ethical and societal implications of managerial decisions</td>
</tr>
<tr>
<td>Our student will be able to think critically and to have analytical skills</td>
<td>Our students will possess a highly developed analytical skills needed by middle and upper-level managers</td>
</tr>
<tr>
<td>Our students will be able to use information technology to present data and to do research</td>
<td>Our students will understand and apply the key components of effective management skills across different cultural, political, economic, and legal environments</td>
</tr>
<tr>
<td>Our students will be aware of globalization and multiculturalism</td>
<td>Our students will be able to exercise appropriate leadership and work collaboration to accomplish organizational goals in diverse environments</td>
</tr>
<tr>
<td>Our students will be able to collaborate in teams</td>
<td></td>
</tr>
</tbody>
</table>

Master of Education

While the Bachelor of Science in Education program and the Master of Education program are both primarily intended for educators, the programs focus on different stages of an educator's career development. The BSED in English program prepares a student for initial teacher certification in the state of Georgia, while the MED program continues a teacher's professional development for both continuing certification, and improved classroom performance. The table comparing the program learning outcomes for the undergraduate and graduate programs demonstrates that the BSED program concentrates on the acquisition of knowledge and skills in content presentation and classroom management, while the MED program concentrates on collaboratively solving pedagogical problems to improve educational outcomes. The
curricula for the programs also reflects this significant difference of focus (see BSÉD to MED English Curriculum Comparison).

<table>
<thead>
<tr>
<th>Bachelor of Science in Education</th>
<th>Master of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of their programs, candidates will incorporate and apply the knowledge, skills, and central concepts of their disciplines into an integrated curriculum.</td>
<td>Teachers think systematically about their practice and learn from experience.</td>
</tr>
<tr>
<td>Upon completion of their programs, candidates will define and describe the growth and development characteristics of P-12 students.</td>
<td>NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</td>
</tr>
<tr>
<td>Upon completion of their programs, candidates will identify critical, historical, philosophical, and theoretical themes in education.</td>
<td>They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</td>
</tr>
<tr>
<td>Upon completion of their programs, candidates will instruct students from diverse populations who vary in rate, ability, compatibility, cultural background, and style of learning.</td>
<td>They critically examine their own practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</td>
</tr>
</tbody>
</table>

Teacher are members of learning communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

The SLOs in bold are the major SLOs of the MED program. The SLOs in plain text are sub-SLOs that correspond with the major SLOs listed above them. The programs SLOs come from Proposition 4 and Proposition 5 of the National Board for Professional Teaching Standards.

Master of Science in Computer Science

While the undergraduate and graduate programs in Computer Science both focus on similar areas of knowledge and skill, the BS program prepares students for entry level positions in the discipline, and the MS program for more advanced positions, including leadership positions. The Master of Science in Computer Science program comprises of several fields of study, namely, Data processing, Distributed computing, Software design, and Computer networks and security. Graduates of MS in Computer Science program are prepared with broad knowledge and practical expertise that builds and expands on baccalaureate level introductory to moderate emphasis. The preparation provides graduates with in-depth understanding of the areas of study in computing fields in order to engage in advanced level practice and leadership in a variety of professional settings and to commit to lifelong learning. The following table depicts the program learning outcomes at undergraduate and graduate-level to demonstrate the advanced rigor of the graduate program when compared to the undergraduate. The MS in Computer Science curriculum is correspondingly more advanced than the BS (see BSCS MSCS Curriculum Comparison).

<table>
<thead>
<tr>
<th>Bachelor of Science in Computer Science</th>
<th>Master of Science in Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate breadth of knowledge in areas of computer science, including: programming fundamentals, algorithms, computer architecture &amp; organization, operating systems, and database management systems</td>
<td>Demonstrate depth of knowledge in areas of computer science, including: advanced database design, distributed computing, advanced software engineering, advanced computer graphics, and topics in information security</td>
</tr>
<tr>
<td>Demonstrate an ability to apply knowledge of computing and mathematics, analyze given problems, and implement solutions</td>
<td>Demonstrate ability to identify, formulate and solve problems</td>
</tr>
<tr>
<td>Demonstrate an ability to function effectively on teams to accomplish an academic goal</td>
<td>Demonstrate an ability to function effectively on teams to accomplish a professional goal</td>
</tr>
<tr>
<td>Demonstrate an understanding of professional, ethical, legal, security and social issues and responsibilities</td>
<td>Function independently on self directed projects or research where appropriate</td>
</tr>
<tr>
<td>Demonstrate an ability to communicate effectively orally and in writing with a range of audiences</td>
<td>Demonstrate an ability to communicate advanced computer science topics effectively</td>
</tr>
<tr>
<td>Be prepared for entry-level employment or masters degree</td>
<td>Be prepared for advanced employment opportunities or doctoral program</td>
</tr>
</tbody>
</table>

Master of Science in Nursing

The undergraduate and graduate Nursing programs focus on different stages of a nurse's career development. While the undergraduate program primarily prepares a student to sit for initial licensure exams, the graduate program prepares practicing nurses to advance to leadership or educator roles in the profession. Graduates of MS in Nursing program are prepared with broad knowledge and practical expertise that builds and expands on baccalaureate or entry-level nursing practice. The preparation provides graduates with a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership in a variety of settings and to commit to lifelong learning. Master’s prepared nursing care reflects a more sophisticated understanding of assessment, problem identification, design of interventions, and evaluation of aggregate outcomes than baccalaureate-prepared nursing care. The following table compares the program learning outcomes for the undergraduate and graduate nursing programs and reflects the focus on different stages of the practicing nurse's career. The MSN curriculum is also correspondingly more advanced than the BSN (see BSN MSN Curriculum Comparison).
<table>
<thead>
<tr>
<th>Bachelor of Science in Nursing Program Learning Outcomes</th>
<th>Master of Science in Nursing Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide patient-centered care with sensitivity &amp; respect for the diversity of human experience</td>
<td>Implement the selected advanced nurse role – leader, educator or informaticist – within health care professionals</td>
</tr>
<tr>
<td>Utilize inter- and intra-professional collaboration skills to provide holistic nursing care</td>
<td>Develop and nurture collaborative and interdependent relationships by communicating with other health care professionals</td>
</tr>
<tr>
<td>Integrate best current evidence with clinical expertise</td>
<td>Evaluate the influence of ethical principles on personal and organizational decision-making</td>
</tr>
<tr>
<td>Create a safe care environment that results in high quality patient outcomes</td>
<td>Utilize nursing research for the promotion of quality nursing education, safe client-centered health care, and evidence based practice</td>
</tr>
<tr>
<td>Employ emerging technology &amp; information management tools to inform decision-making in the delivery of care</td>
<td>Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes</td>
</tr>
<tr>
<td>Utilize critical thinking to provide care for individual &amp; communities</td>
<td>Exemplify cultural competence and sensitivity to diversity on dynamic academic and health care environments</td>
</tr>
<tr>
<td>Analyze the effects of healthcare policy on the quality &amp; safety in the practice environment</td>
<td>Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective client-centered health care and the advancement of nursing practice</td>
</tr>
<tr>
<td>Assume responsibility for personal &amp; professional behaviors</td>
<td>Utilize informatics to improve client outcomes and to promote the health and safety of individuals, groups and communities</td>
</tr>
</tbody>
</table>

**Education Specialist**

In 2012, the Georgia Professional Standards Commission (PSC), the regulator of teacher certification in Georgia, changed the emphasis of its expectations for graduate programs intended to facilitate the continuing development of already certified teachers. The emphasis for masters programs shifted from generic curriculum and instruction degrees to more content focused degrees, and the emphasis for specialist programs also shifted to a greater emphasis content from teacher leadership degrees. Since GSW's existing MED program was closer in emphasis to the new expectations, the program was revised and approved during the 2012-13 academic year and accepted a new cohort beginning summer 2013. The section above on the MED represents the revised program that is newly begun. However, GSW's existing EDS program was quite different in emphasis from the new expectations, and has therefore been temporarily deactivated. The program will be revised during the 2013-14 academic year and is projected to accept its first cohort of candidates in summer 2014.

Nonetheless, we provide evidence below to substantiate that pre-2013 EDS program was more rigorous than the pre-2013 MED program (see also MED EDS Curriculum Comparison).

<table>
<thead>
<tr>
<th>Master of Education (prior to 2013)</th>
<th>Education Specialist (prior to 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates are committed to students and their learning.</td>
<td>Prepare a teacher leader candidate who understands adults as learners and to support professional learning communities.</td>
</tr>
<tr>
<td>Candidates know the subjects they teach and how to teach those subjects to students.</td>
<td>Prepare a teacher leader candidate who accesses and uses research to improve practice and student achievement.</td>
</tr>
<tr>
<td>Candidates are responsible for managing and monitoring student learning.</td>
<td>Prepare a teacher leader candidate who promotes professional learning for continuous improvement.</td>
</tr>
<tr>
<td>Candidates think systematically about their practice and learn from experience.</td>
<td>Prepare a teacher leader candidate who facilitates improvement in instruction and student learning.</td>
</tr>
<tr>
<td>Candidates are members of learning communities.</td>
<td>Prepare a teacher leader candidate who uses assessments and data for school and district improvement.</td>
</tr>
<tr>
<td></td>
<td>Prepare a teacher leader candidate who improves outreach and collaboration with families and communities.</td>
</tr>
<tr>
<td></td>
<td>Prepare advocates for student learning and the profession.</td>
</tr>
</tbody>
</table>

**Sources (In Order of Appearance)**

- 👩‍🏫 BA English Curriculum Compared to MA in English
- 📖 BBA Curriculum Compared to MBA
- 📚 BSED to MED Curriculum Comparison
- 🍏 BS in CS Curriculum Compared to MS in CS
- 🌾 BSN Curriculum Compared to MSN
- 🍎 MED EDS Curriculum Comparison
3.6.2

Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Georgia Southwestern State University’s (GSW) graduate programs are all structured to include knowledge of the literature of the discipline and to ensure ongoing engagement in research or professional practice. There are essentially three types of graduate courses at GSW: courses based on the literature of the discipline, courses that emphasize research, and courses that emphasize practice. Each program has courses based on the literature of the discipline, but may have only one of the other two types depending upon the nature of the discipline. For instance, the MA in English program is research oriented, while the MBA is more practice oriented, but the MSN program incorporates significant elements of both research and practice.

Master of Arts in English/Critical Literacy (MA in English)

As noted above, the MA in English is a research oriented degree program. The curriculum is structured to encourage students to acquire a familiarity with the literature of literary studies, especially in the required courses that all students take (see MA in English Curriculum). For instance, ENGL 5010 Introduction to Literacy Studies prepares student to be able to "distinguish effective, theoretical- and research-informed educational practices from ineffective ones" by training students in theories of literacy, and research methods (see ENGL 5010 Course Outline). Elective courses, such as THEA 5455 Performance Literacy also prepare students "to ground their applications and methods within a framework of current performance literature and scholarship" (see THEA 5455 Course Outline). Students finish the degree by either completing a traditional MA Thesis, or a significant qualitative research project, which ensures the ongoing engagement of degree completers in research that informs professional education practice (see ENGL 7000 and ENGL 7100 Course Outlines). Descriptions of the other courses that make up the MA in English curriculum may be found in the document MA in English Courses.

Master of Business Administration (MBA)

Each of the required courses in the MBA curriculum deals with an aspect of business management in both theory and practice. For instance, BUSA 6100 History and Philosophy of Management reviews "the history of the development of the philosophy and practice of managing people in organizations and organized activity," while emphasizing independent research and in-depth discussions case studies, and BUSA 6110 Business Ethics examines "the relationship between ethical theory and business decision making." In addition, students have the option of completing graduate level internships as part of the MBA Curriculum. Descriptions of the other courses that make up the MBA curriculum may be found in the document MBA Courses.

Master of Education (MED)

The MED curriculum that was in place prior to Summer Term 2013 required that students in all three of the program tracks (Early Childhood, Special Education, or General Content) complete five professional core courses that acquainted students with the theory and literature of education in preparation for the more practice oriented courses in the six track courses. For instance, EDUC 7400 Methods of Educational Research emphasizes "how research can be used to improve classroom practice and student learning." After completing the professional core courses, students in each track took courses that acquainted them with the trends and issues in their chosen area of emphasis, such as EDSP 7550 Trends and Issues in Special Education. Students completed the program with a sequence of three courses, two of which are practica, such as EDEC 7960 Practicum I in Early Childhood, EDSP 7970 Practicum II in Special Education, and EDGC 7980 Seminar in General Content. Descriptions of the other courses that make up the MED curriculum may be found in the document MED Courses.

Beginning with Summer Term 2013, the MED curriculum was changed to conform to new requirements of the Georgia Professional Standards Commission as described in Comprehensive Standard 3.6.1 (see MED Early Childhood Curriculum, MED Middle Grades Language Arts Curriculum, and MED Middle Grades Mathematics Curriculum). The revised curriculum, like the previous curriculum, has a professional core of five 3 hour courses. Two of the professional core courses in particular address issues of research and professional practice. An updated version of EDUC 7400 Methods of Educational Research continues to emphasize "how research can be used to improve classroom practice and student learning" and also how to "utilize inquiry and educational research as a critical component in instructional and school design." A new course, EDUC 7610 Education Policy and School Evaluation, emphasizes analysis of "policy effectiveness and evaluate policy impacts on schools" and evaluation of school assessment tools. The Early Childhood track includes two courses that help familiarize degreee candidates with the literature of Early Childhood Education. One of the course learning outcomes for EDEC 6220 Readings in Early Childhood Education encourages degree candidates to examine their educational practice and to make connections between their practice and educational theory and research. One of the course learning outcomes for EDEC 6225 Advanced Readings in Early Childhood Education encourages degree candidates to relate current research in Early Childhood Education to classroom practice. In addition, EDEC 7550 Issues and Trends in Early Childhood Education allows candidates to continue the development of their abilities to critique current classroom and school practices. Descriptions of the other courses that make up the MED in Early Childhood curriculum may be found in the document MED EC Courses 2013+. The Middle Grades Language Arts track is organized in largely the same way including EDMG 6220 Readings in Middle Grades Language Arts Education, EDMG 6225 Advanced Readings in Middle Grades Language Arts Education, and EDMG Issues and Trends in Middle Grades Language Arts. Descriptions of the other courses that make up the MED in Middle Grades Language Arts curriculum may be found in the document MED MG Courses 2013+. The Middle Grades Mathematics
track includes courses that give degree candidates a strong foundation in algebraic theory and mathematical analysis (see MATH 7710 Foundations of Algebra and MATH 7713 Foundations of Analysis). Candidates may also elect to MATH 7790 History and Philosophy of Mathematics, which topical and thematic research in mathematics as applied to teaching. Descriptions of the other courses that make up the MED in Middle Grade Mathematics curriculum may be found in the documents MED MG Courses 2013+ and MED Math Courses 2013+.

**Master of Science in Computer Science (MS CS)**

Like the the MBA program, the MS CS curriculum is comprised of the set of required courses each dealing with an important aspect of computer science in both theory and practice. For instance, CSCI 6410 Advanced Database Design considers the "design, development, and implementation strategies involving databases, database security, and database administration." In addition, elective courses, such as CSCI 5310 Decision Support Systems, consider "the development, implementation, and application of [decision support] systems," and thus, also combine theory and practice. MS CS students also have the option of completing one of two special problems courses (CIS 6800 or CSCI 6800) that offer "the opportunity to design and implement software systems for business environments," and an internship course (CSCI 6930) that allows students to "extend the theoretical knowledge acquired in the classroom to a practical experience." Descriptions of the other courses that make up the MS CS curriculum may be found in the document MS CS Courses.

**Master of Science in Nursing (MSN)**

All three tracks in the MSN curriculum require a student to complete a set of five courses that deal with advanced issues in the professional practice of nursing. In particular, NURS 6104 Theory for Nursing Practice prepares students to "critique, analyze, and evaluate selected nursing, educational and leadership theories and incorporate these theories into their advanced nursing practice roles" and NURS 6105 Research for Evidence-Based Nursing focuses "on the relationship between nursing theory, research, and practice for evidence-based practice." Each of the three program tracks has a required course related to professional practice. In the leader track, the course is NURS 6400 Transitioning into the Leadership Role; in the nurse educator track, the course is NURS 6550 Transition to the Nurse Educator Role; and in the informatics track, the course is NURS 6880 Transitioning into the Informatics Role. Each track is completed by taking NURS 6999 Focused Project/The Thesis in which the focused project is described as "a research-based project that synthesizes knowledge and information from previous courses to develop, implement and evaluate the project" and the thesis as "the result of a research process utilizing primary or secondary data analysis and supports the thesis of knowledge and information from previous courses. The transition courses are prerequisites for the focused project/thesis. Descriptions of the other courses that make up the MSN curriculum may be found in the document MSN Courses.

**Education Specialist (EDS)**

As noted in Comprehensive Standard 3.6.1, the EDS program is currently inactive, although the plan is to revise the curriculum in 2013-14 and restart the program in summer 2014. Nonetheless, the EDS curriculum that was in place up to summer 2013 was structured in the same way as the MED curriculum prior to summer 2013. EDS candidates completed a professional core of seven courses that prepared them for practicum courses in one of three tracks: Early Childhood, Special Education, or General Content. The EDS professional core included EDUC 8120 Qualitative Research, which emphasized "the interpretation of results and how those can be used to improve practices," and EDUC 8220 Field-Based Educational Research, which emphasized "the use of research results in improving practice and increasing student achievement." Each of the three tracks consisted of three courses, two practica and a seminar. The practica allowed candidates to "integrate theory and practice by enabling them to test knowledge and skills in the areas of curriculum, instruction, leadership, staff development, and school and community relations" (see EDEC 8880, EDSP 8860, and EDGC 8860), and the seminar enhanced "candidate's experiences in practicum" by sharing and discussing results (see EDEC 8880, EDSP 8880, and EDGC 8880). Descriptions of the other courses that make up the EDS curriculum may be found in the document EDS Courses.

**Sources** (In Order of Appearance)

- MA in English Curriculum
- ENGL 5010 Intro Literacy Studies Outline
- THEA 5545 Performance Literacy Outline
- ENGL 7000 Qualitative Research Outline
- ENGL 7100 MA Thesis Outline
- MA in English Courses
- MBA Curriculum
- MBA Courses (Page 6)
- MBA Courses (Page 7)
- MBA Courses
- MED Curriculum
- MED Courses (Page 2)
- MED Courses (Page 14)
- MED Courses (Page 9)
- MED Courses (Page 16)
- MED Courses (Page 23)
- MED Courses
- MED EC Curriculum Sheet 2013-14
practicum” by sharing and discussing results (see school and community relations” (see achievement.” Each of the three tracks consisted of three courses, two practica and a seminar. The practica allowed candidates to “integrate

EDUC 8120 Qualitative Research

practicum courses in one of three tracks: Early Childhood, Special Education, or General Content. The EDS professional core included

As noted in Comprehensive Standard 3.6.1, the EDS program is currently inactive, although the plan is to revise the curriculum in 2013

requisites for the focused project/thesis. Descriptions of the other courses that make up the MSN curriculum may be found in the document

from previous courses to develop, implement and evaluate the project” and the thesis as “the result of a research process utilizing primary or

practice.” Each of the three program tracks has a required course related to professional practice. In the leader track, the course is

nursing, educational and leadership theories and incorporate these theories into their advanced nursing practice roles” and

practice of nursing. In particular,

Master of Science in Nursing (MSN)

course (CIS 5310 Decision Support Systems,

Foundations of Algebra

track includes courses that give degree candidates a strong foundation in algebraic theory and mathematical analysis (see

Language Arts Education

curriculum may be found in the document

14

MBA courses

consider “the development, implementation, and application of [decision support] systems,” and

MED curriculum

focuses “on the relationship between nursing theory, research, and practice for evidence

standards commission as described in Comprehensive Standard 3.6.1 (see

Beginning with Summer Term 2013, the MED curriculum was changed to conform to new requirements of the Georgia Professional

are practica, such as

EDMG 6225

EDMG 6220

EDMG 7550

MED MG Courses 2013+

MED Math Courses 2013+

MED Math Courses 2013+ (Page 2)

MS CS Curriculum

MS CS Courses (Page 10)

CIS 5310 Decision Support Systems Outline

CIS 6900 Special Problems in CIS Outline

CSCI 6900 Special Problems in CS Outline

CSCI 6930 Internship Outline

MS CS Courses

MSN Curriculum Sheet 2013-14

MSN Course 2013 (Page 1)

MSN Course 2013 (Page 2)

MSN Course 2013 (Page 6)

MSN Course 2013 (Page 7)

MSN Course 2013 (Page 10)

EDS Curriculum

EDS Courses

EDS Courses (Page 2)

EDS Courses (Page 8)

EDS Courses (Page 11)

EDS Courses (Page 14)

EDS Courses (Page 10)

EDS Courses (Page 13)

EDS Courses (Page 16)
3.6.3

**Educational Programs: Graduate/Post-Baccalaureate:** Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements").

**Judgment**
- ☐ Compliance  ☑ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

The Georgia Southwestern State University’s (GSW) transfer of credit policy allows maximum of nine (9) semester of graduate credit, which is at maximum less than one third of the credits required of a graduate degree. Credits that are transferred from another accredited institution must be approved by the Dean of the academic unit that houses the program, and the requirements outlined in the transfer policy for graduate students must be met. The School of Education does not accept transfer credit (see Graduate Bulletin p. 49).

The School of Nursing at GSW collaborates with Columbus State University (CSU) to offer an online Master of Science in Nursing (MSN). GSW is the agent of record and granter of the online graduate nursing degree for students who declare GSW as their home institution (see MOU), and therefore, ensures that its graduates receive at least one-third of the credits towards their degrees from GSW. The Consortium has an agreed schedule of classes for the next two academic years to ensure that the classes are split evenly between the institutions. In addition, instructor assignments have been made for the 2013-14 academic year. Since the MSN program was not implemented until August 2012, no graduates have yet exited the program.

The policy for accepting transfer credit is detailed in the Graduate Bulletin. This policy is regulated by the Committee on Graduate Affairs, the program coordinator, and the Dean of the academic unit that houses the program. Students must submit an official transcript for transfer credit to be entered in the academic record. Additionally, each student completes the "Advisor Graduation Check Sheet" in consultation with his or her academic advisor prior to degree completion for review and approval by the department chair or the dean of the academic unit that houses the program. The advisor graduation check sheet is then submitted to the Office of Registrar with the application for graduation for final review.

**Sources (In Order of Appearance)**

- GSW Graduate Bulletin 2013-14 (Page 49)
- New MSN MOU GSW-ColSU June 2013
- MSN Collaborative Course Assignments 2013-2015
- GSW-CSU MSN Course Assignments 2013-14
- GSW Graduation Check Sheet
- GSW Transfer Credit Policy
3.6.4

Educational Programs: Graduate/Post-Baccalaureate:Post-baccalaureate requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Southwestern State University (GSW) publishes all requirements for its graduate programs in the GSW Graduate Bulletin and in the separate sections for each degree program within the bulletin. General admission requirements for graduate programs may be found in the Graduate Bulletin, and information on applying for graduation is available to both students and faculty advisors in the Graduate Bulletin (see MA in English p. 68, MBA p. 72, MSICS p. 78, MED p. 85, and MSN p. 90). Each unit website has a section on its graduate programs that includes a description of program admission requirements, program curriculum, and model program completion plans (see table below). There are links to the program websites on the GSW Graduate Admissions page.

<table>
<thead>
<tr>
<th>Program</th>
<th>Website</th>
<th>Admission Requirements</th>
<th>Curriculum Sheet</th>
<th>Completion Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in English MSA</td>
<td>MA Webpage</td>
<td>MA Admission Requirements</td>
<td>MA Curriculum Sheet</td>
<td>Two-Year Completion Plan</td>
</tr>
<tr>
<td>MBA</td>
<td>MBA Webpage</td>
<td>MBA Admission Requirements</td>
<td>MBA Curriculum Sheet</td>
<td>Two-Year Course Schedule</td>
</tr>
<tr>
<td>MED (through Spring 2013)</td>
<td>Education Grad Webpage</td>
<td>Education Admission Requirements</td>
<td>MED Curriculum Sheet</td>
<td>MED Cohort Schedule</td>
</tr>
<tr>
<td>MED Early Childhood Track</td>
<td>Education Grad Webpage</td>
<td>MEd Admission Requirements Effective</td>
<td>MED EC Curriculum Sheet 2013-14</td>
<td>MED Cohort EC Schedule 2013</td>
</tr>
<tr>
<td>(Beginning Summer 2013)</td>
<td></td>
<td>Summer 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED Middle Grades Language</td>
<td>Education Grad Webpage</td>
<td>MEd Admission Requirements Effective</td>
<td>MED MGLA Curriculum Sheet 2013-14</td>
<td>MED MGLA Cohort Schedule 2013</td>
</tr>
<tr>
<td>Arts Track (Beginning Summer 2013)</td>
<td></td>
<td>Summer 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MED Middle Grades Mathematics</td>
<td>Education Grad Webpage</td>
<td>MEd Admission Requirements Effective</td>
<td>MED MGMA Curriculum Sheet 2013-14</td>
<td>MED MGMA Cohort Schedule 2013</td>
</tr>
<tr>
<td>Track (Beginning Summer 2013)</td>
<td></td>
<td>Summer 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS CS</td>
<td>MS CS Web Page</td>
<td>MS CS Admission Requirements</td>
<td>MS CS Curriculum Sheet</td>
<td>Computing and Math Two-Year</td>
</tr>
<tr>
<td>MSN</td>
<td>MSN Webpage</td>
<td>MSN Admission Requirements</td>
<td>MSN Curriculum Sheet</td>
<td>Schedule</td>
</tr>
<tr>
<td>EDS (temporarily inactive</td>
<td>Education Grad Webpage</td>
<td>Education Admission Requirements</td>
<td>EDS Curriculum Sheet</td>
<td>EDS Cohort Schedule</td>
</tr>
<tr>
<td>Fall 2013 to Summer 2014)</td>
<td>CS Web Page</td>
<td>Graduate Certificate Admission</td>
<td>Graduate Certificate Curriculum</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in</td>
<td></td>
<td>Requirements</td>
<td>Sheet</td>
<td>Computing and Math Two-Year</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td></td>
<td>Schedule</td>
</tr>
</tbody>
</table>

Since all graduate degree and certificate programs at GSW have been approved by the Georgia Board of Regents (BoR), their requirements are consistent with comparable degrees offered by other University System of Georgia (USG) institutions (see comparison table below). The examples have been chosen from USG institutions that are also classified as State Universities. Note that GSW's MA in English/Critical Literacy is an innovative program for which there is no close comparison in the USG. The MA tracks from Valdosta State University have been provided as a comparison of number of course and credit hours, and the graduate certificate in Literacy Studies from the Ohio State University for content.

<table>
<thead>
<tr>
<th>GSW Program Comparison Chart</th>
<th>Comparable Curriculum Example</th>
<th>Comparable Curriculum Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in English/Critical Literacy</td>
<td>Valdosta State University MA Tracks</td>
<td>Ohio State University Graduate Certificate in Literacy Studies</td>
</tr>
<tr>
<td>MBA</td>
<td>Georgia College and State University MBA Curriculum</td>
<td></td>
</tr>
<tr>
<td>MED (through spring 2013)</td>
<td>Armstrong Atlantic State University MED Curriculum (Special Ed)</td>
<td></td>
</tr>
<tr>
<td>MED (effective summer 2013)</td>
<td>Armstrong Atlantic State University MED Curriculum (Early Childhood)</td>
<td></td>
</tr>
<tr>
<td>MS CS</td>
<td>Kennesaw State University MS CS Curriculum</td>
<td></td>
</tr>
<tr>
<td>MSN</td>
<td>University of West Georgia Nurse Leader Curriculum</td>
<td>University of West Georgia Nurse Educator Curriculum</td>
</tr>
<tr>
<td>EDS</td>
<td>Columbus State University EDS Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

In addition, the MED and EDS Programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), and the MBA program by the Association to Advance Collegiate Schools of Business (AACSBI). The MSN Program is in the process of obtaining initial accreditation from the Commission on Collegiate Nursing Education (CCNE). Moreover, all degree programs at GSW undergo a periodic Comprehensive Program Review (CPR) that includes an external review. Programs with specialized accreditation fulfill the CPR requirement when they complete reaccreditation, while other programs use the institutional process (see GSW CPR Process). The MS CS program underwent CPR in 2006-07, while the MA in English/Critical Literacy is scheduled to complete its initial CPR in 2016-17.

Beginning in September 2013, applicants to all graduate programs at GSW will be able to submit applications to a central admissions person in the Office of Admissions, rather than having to submit to separate programs as has happened up to now. Admission decisions will still be made at the program level, but application portfolios will be compiled in the Office of Admissions and forwarded to program coordinators for consideration.

Sources (In Order of Appearance)
Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (Note: When an institution defines faculty qualifications using faculty credentials, institutions should use Commission guidelines "Faculty Credentials." The document can be found at http://www.sacscoc.org/policies.asp#guidelines.)

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Southwestern State University (GSW) employs competent faculty that are qualified to accomplish the institution's learning and teaching mission (see GSW Mission). GSW's expectations for minimum qualification for faculty appointment (see GSW University Statutes Article III Section 2) are consistent both with Georgia Board of Regents (BoR) Policy on the minimum qualifications for faculty employment (see BoR Policy Manual on Minimum Faculty Qualifications) and with SACSCOC Guidelines. GSW has also established the following ranks (with minimum educational qualifications):

- Instructor (masters degree in discipline or its equivalent in training, ability, or experience)
- Lecturer (masters degree in discipline or its equivalent in training, ability, or experience)
- Senior Lecturer (masters degree in discipline or its equivalent in training, ability, or experience)
- Assistant Professor (masters degree in discipline or its equivalent in training, ability, or experience)
- Associate Professor (terminal degree in discipline or its equivalent in training, ability, or experience)
- Professor (terminal degree in discipline or its equivalent in training, ability, or experience)

GSW defines the terminal degree as "the highest degree awarded in a discipline; the doctorate is the terminal degree for most disciplines within the University except for a few areas including studio and performing arts and library science" (see GSW Faculty Handbook p. 27 and also p. 19). Full-time faculty members have been vetted for their qualifications during the faculty hiring process (see CS 3.2.9 on the faculty hiring process) and part-time instructors are vetted by department chairs, deans, and the Vice President of Academic Affairs when a Part-Time Faculty Request is submitted (see GSW Part-Time Faculty Request Form). When new instructors are offered employment, the official offer letters for both part-time and full-time positions include a request for official transcripts and current CVs, which are the primary means that GSW uses to establish faculty credentials (see GSW Full-Time Offer Letter and GSW Part-Time Instructor Offer Letter). CVs for full-time faculty are updated annually and current copies are part of each faculty member's official personnel file held in the Office of Academic Affairs. CVs for part-time instructors are updated periodically depending on how often they teach and are also on file in the Office of Academic Affairs.

The majority of both full-time and part-time instructors at GSW teaching undergraduate transferable courses hold at least a masters degree in an appropriate discipline for the area in which they are teaching or their equivalent in experience and training. In the Roster Form provided below, GSW has listed relevant coursework for all instructors not holding a terminal degree. It has not been deemed necessary to provide relevant coursework for Biology professors with terminal degrees in Zoology or Botany, or for Chemistry professors with terminal degrees in Biochemistry, since these disciplines are closely related.

The two areas where GSW employs instructors without masters degrees are clinical nursing and physical education activity courses. Clinical Nursing instructors supervise nursing students who are taking required clinical labs. These supervisors typically have at least a Bachelor of Science in Nursing, are Registered Nurses in Georgia, and are employed at the health care facility where the clinical lab takes place in the appropriate area of practice. For instance, Lyla L. Taft, who supervised NURS 3100L Nursing of Adults Lab I in Spring 2013, is a registered nurse who has been employed by Phoebe Putney Medical Center as medical-surgical nurse since 2009. While Clinical Nursing instructors assess the students they supervise, grading for the labs is done by the regular nursing faculty member assigned to the content course to which the lab is attached (NURS 3100 Nursing of Adults I, for instance). The instructors who teach physical education activity courses sometimes have only a bachelors degree, but typically have training or experience in the sport or activity they teach. For instance, Christine K. Barr, who has taught both PEDS 1700 Fundamentals of Dance and PEDS 1770 Beginning Ballet at GSW, has a Bachelor of Science in Dance Education and is owner/principal instructor of Americus Dance Experience. Brennon Sewel, who teaches PEDS 1250 Beginning Tennis, is GSW's Head Tennis Coach and has been a United States Tennis Association licensed teaching professional since 1990. Warren Russ, who teaches PEDS 1330 Weight Training, is GSW's Head Soccer Coach and has a Class C National Coaching License from the United States Soccer Federation (USSF), which was obtained through a training workshop by the USSF.

The credentials discussed above apply to undergraduate transferable and graduate courses, but not to undergraduate non-transferable courses, such as UNIV 1000 the GSW Experience, an orientation course; LEAD 1000 Leadership for Resident Assistants; and ESL 0210 Listening/Speaking-Idioms, one of the English proficiency courses offered by GSW English Language Institute. While all instructors teaching these courses have college degrees and training in teaching specific courses, they may not have graduate course work. Nonetheless, we provide credentials for the instructors of these courses along with the rest of the corps of instruction.

The Roster Form provided below includes both Fall Term 2012 and Spring Term 2013.
WebBSIT Faculty

GSW participates in the University System of Georgia's (USG) WebBSIT consortium that offers a Bachelor of Science in Information Technology taught online by faculty at Armstrong Atlantic State University, Clayton State University, Columbus State University, Georgia Southern University, and Southern Polytechnic State University as well as GSW (see WebBSIT MOU Addendum D). Since a student in this program who designates GSW as her or his home institution would receive his or her degree from GSW, we present a separate roster of WebBSIT Faculty who taught a WebBSIT course during either Fall Term 2012 or Spring Term 2013 in which at least one GSW student was registered. The institution that employs the instructor is indicated on this roster form since that institution holds an instructor's transcripts and CV on behalf of all consortium members.

Credentials

--- Faculty Roster Form

Sources (In Order of Appearance)

- GSW Mission Statement
- GSW Faculty Handbook 2013-2014 (Page 166)
- BoR Policy Manual Minimum Qualifications for Faculty Employment
- GSW Faculty Handbook 2013-2014 (Page 27)
- GSW Faculty Handbook 2013-2014 (Page 19)
- GSW Part-Time Faculty Request
- GSW Full Time Offer Letter
- GSW Part-Time Instructor Offer Letter
- WebBSIT MOU pp. 11-12 Faculty
- WebBSIT Roster F2012 & Sp2013
Faculty: Faculty Evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All faculty members undergo annual performance evaluations regardless of whether they are tenure-track, or non-tenure track, although the specific criteria used for evaluation depends upon the nature of their faculty appointment. Non-tenured full and part-time faculty members are generally evaluated only on teaching, unless they are also full-time administrators in which case they may be evaluated on service and scholarship. Full-time tenure-track or tenured faculty members are evaluated on teaching, scholarship, and service. The criteria for evaluating teaching, scholarship, and service are enumerated in the faculty handbook (see pages 5-10 in Faculty Handbook).

As the first step in the annual evaluation process, all faculty members fill out a self-evaluation on which they rate their performance in teaching, service, and scholarship using the established criteria and providing evidence to support their ratings. As part of their ongoing development as teachers, all faculty members receive student evaluations for all the courses they teach during fall and spring semesters that their supervisors use along with their self-assessments in preparing the faculty members’ annual evaluations. After the supervisor has completed his or her performance evaluation of the faculty, an appointment is scheduled in which the faculty member and her or his supervisor review the faculty member’s performance evaluation, and the faculty member is given an opportunity to comment in writing on the evaluation. Completed evaluations, signed by the both the supervisor and the faculty member are submitted to the Vice President of Academic Affairs. All forms used in annual performance evaluation allow for the supervisor to give formative feedback to improve job performance to the faculty member, and for the supervisor and the faculty members to agree upon goals for the next year. In the College of Arts and Sciences and the School of Computing and Mathematics, faculty members are evaluated by department chairs, and department chairs are evaluated by the Dean. In the Schools of Business Administration, Education, and Nursing, all faculty members are evaluated by the Deans.

The cumulative record of annual performance evaluations forms the basis upon which tenure-track faculty members are evaluated for tenure and promotion. The Tenure, Promotion, and Post-Tenure processes are also described in the GSW Faculty Handbook (see pages 26-36 in Faculty Handbook).

During Summer and Fall Terms 2013, the Schools of Business Administration and Nursing will begin doing teaching observations in online classes as described in the GSW Distance Learning Manual. These observations will be used along with student evaluations as part of the evidence for faculty members teaching online (see SoBA Part-Time Faculty Evaluation).

Part-time faculty are evaluated only on teaching and are not evaluated annually, since part-time faculty members do not necessarily teach every term. New part-time faculty are evaluated during the first term that they teach for GSW, and then subsequently evaluated during the term in which they teach their ninth course section, their seventeenth course section, and so on. Thus, part-time faculty are evaluated once every eight course sections they teach, a number that mirrors the number of sections taught by a typical full-time faculty member per year. Retired full-time faculty who teach part-time are not evaluated during their first term of part-time teaching, but are evaluated during the term in which they teach their eighth course section, their sixteenth, and so on.

Below you find sample faculty evaluations from each academic unit at GSW. The number of samples per unit reflects the relative number of faculty per unit and were randomly collected from the years 2009-10, 2010-11, 2011-12, and 2012-13. Sample evaluations of part-time faculty have been provided for the Department of English and Modern Languages, the Department of History and Political Science, the Department of Mathematics, the Department of Music, and the School of Business Administration because these are the units that employ part-time faculty more regularly than the other units. Original copies of each evaluation of faculty members are kept in their personnel files in the Office of Academic Affairs.

College of Arts and Sciences

- Department of Biology Sample
- Department of Chemistry Sample
- Department of English and Modern Languages Full-Time Sample
- Department of English and Modern Languages Part-Time Sample
- Department of Geology and Physics Sample
- Department of History and Political Science Sample
- Department of History and Political Science Part-Time Sample (retiree) Sample
- Department of Music Sample
- Department of Music Part-Time Sample
- Department of Psychology and Sociology Sample
- Department of Theater, Communication, and Media Arts Sample
- Department of Visual Arts Sample

School of Business Administration
School of Computing and Mathematics

- Department of Computer Science
  - CS Faculty Evaluation Sample (chair)
  - CS Faculty Evaluation Sample

- Department of Mathematics
  - MATH Faculty Evaluation Sample #1
  - MATH Faculty Evaluation Sample #2
  - MATH Part-Time Faculty Evaluation Sample

School of Education

- SoE Faculty Evaluation Sample #1
- SoE Faculty Evaluation Sample #2
- SoE Faculty Evaluation Sample #3

School of Nursing

- Nursing Faculty Evaluation Sample (chair)
- Nursing Faculty Evaluation Sample #2
- Nursing Faculty Evaluation Sample #3

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 5)
- Annual Faculty Evaluation Form
- GSW Faculty Handbook 2013-2014 (Page 26)
- GSW Distance Learning Manual (Page 9)
- SoBA Part-Time Faculty Evaluation Sample
- BIOL Sample Faculty Annual Evaluation
- CHEM Sample Faculty Annual Evaluation
- ENGL Sample Faculty Evaluation (Chair)
- ENGL Part-Time Faculty Evaluation Sample
- Geology Faculty Eval Sample
- HAPS Sample Faculty Evaluation
- HAPS Part-Time Faculty Evaluation Sample (retiree)
- Music Sample Evaluation
- MUSC Part-Time Faculty Evaluation Sample
- PSYC-SOCI Sample Faculty Annual Evaluation
- TCMA Sample Faculty Annual Evaluation
- VART Sample Faculty Annual Evaluation
- SoBA Faculty Annual Evaluation Sample #1
- SoBA Faculty Annual Evaluation Sample #2
- SoBA Faculty Annual Evaluation Sample #3
- CS Faculty Evaluation Sample SCM (chair)
- CS Faculty Evaluation Sample 2 SCM
- MATH Faculty Evaluation Sample 1 SCM
- MATH Faculty Evaluation Sample 3 SCM
- MATH Part-Time Faculty Evaluation Sample SCM
- SoE Faculty Evaluation Sample #1
- SoE Faculty Evaluation Sample #2
- SoE Faculty Evaluation Sample #3
- NURS Faculty Annual Eval Sample 1 (chair)
- NURS Faculty Annual Eval Sample 2
- NURS Faculty Annual Eval Sample 3
During Summer and Fall Terms 2013, the Schools of Business Administration and Nursing will begin doing teaching observations in online courses.

The cumulative record of annual performance evaluations forms the basis upon which tenure recommendations are made. The criteria for evaluation are designed to encourage all faculty members to engage in teaching, research, and service.

The criteria for evaluation depend upon the nature of the faculty member's appointment. Non-tenure track faculty members are evaluated on teaching, scholarship, and service. The criteria for evaluation are designed to encourage all faculty members to engage in teaching, research, and service.

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As the first step in the annual evaluation process, all faculty members fill out a narrative form that includes self-assessment. The supervisor then evaluates the faculty member's performance in teaching, research, and service. The supervisor uses a formative feedback tool to identify areas for improvement.

Completed evaluations, signed by both the supervisor and the faculty member, are submitted to the Vice President of Academic Affairs. All forms used in annual performance evaluation allow for the supervisor to give formative feedback to improve job performance.

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3.7.3

Faculty: Faculty Development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

[ ] Compliance  [ ] Partial Compliance  [ ] Non-Compliance  [ ] Not Applicable

Narrative

Georgia Southwestern State University's (GSW) mission to cultivate "excellence in learning and teaching" requires the institution encourage the intellectual growth not only of its students but also of its faculty (see GSW Mission). Therefore, GSW encourages ongoing professional development in its faculty by making it part of annual faculty evaluation, which is "the foundation for developing recommendations for promotion" and tenure (see GSW Faculty Handbook pp. 5-6 on Annual Evaluation, especially #6), and by providing funds and opportunities for various forms of faculty development.

The concept of ongoing development is embedded in the faculty evaluation process at GSW because it is a formative process for which the "primary purpose . . . is the professional growth, development and progress of the individual faculty member" (see Faculty Handbook p. 5) and because the criteria for evaluation (teaching, scholarship and service) require that faculty members develop and improve as they grow in experience. Not only does the annual evaluation process encourage faculty members to engage in ongoing professional development by requiring an annual list of development activities completed and a plan for the next year (see GSW Faculty Handbook p. 6), but also the promotion and tenure process encourages professional development by making it an explicit part of the evidence of fitness for promotion and tenure (see Promotion-Tenure Table of Contents). GSW also has a policy that allows faculty release from teaching for professional development (see GSW Faculty Handbook p. 20).

GSW's faculty development strategy is consistent with policy of the Georgia Board of Regents (BoR) regarding faculty development, which states that University System of Georgia (USG) institutions should "cultivate and sustain a culture in which faculty professional development is valued and pervasive" (see BoR Policy 8.3.14). Towards that end, the USG Department of Faculty Affairs has an Assistant Vice Chancellor who oversees the Office of Faculty Development (see USG Faculty Development Overview). In addition, the USG has established Regents Advisory Committees "to advise the BoR on proposed new policies and policy changes" and to be "instrumental in the planning and execution of policy implementation" (see USG Advisory Committees). Specifically, the USG formed a Consortium for Teaching and Learning (CTL) in 2007 to advise on faculty development and to share development resources among USG institutions (see USG CTL Minutes November 2007). GSW's representative to CTL is the Director of the University Writing Center (see USG CTL Page).

GSW budgets funds to the Office of Academic Affairs for faculty development; for FY 2010 $30,262 was spent on faculty development, for FY 2011 $38,624, for FY 2012 $44,383, and for FY 2013 $35,418. Currently, the FY 2014 budget allocates $28,000 for faculty development, but that figure will rise when revenue from Summer Term 2013 is added. Each academic unit is budgeted instructional travel funds the majority of which are used for faculty development. For FY 2010 $57,227 was spent of faculty academic travel, for FY 2011 $72,217, for FY 2012 $70,723, and for FY 2013 $68,237. In FY 2014, $55,000 have been budgeted for faculty academic travel. GSW funds are augmented by USG faculty development opportunities which are generally offered to USG institutions free of charge.

GSW's primary ongoing faculty development programs are described below as well as ongoing opportunities offered by the USG.

GSW Faculty Development Programs

The faculty development programs that GSW offers are delivered primarily by the Office of Academic Affairs (AA) and the Office of Information and Instructional Technology (OIIT). AA oversees the Faculty Development Grant program (FDG) and the Teaching Circle program (TC) as well as consulting with the Office of the President to arrange the schedule for GSW's annual Southwestern Week, which occurs the week before classes begin each fall term. OIIT provides training in the use of learning and teaching technology, especially in the use of GSW's learning management system, GeorgiaVIEW.

Faculty Development Grants

FDG provide funds for faculty to enhance professional competency though activities such as attending workshops, presenting research at professional meetings, or engaging in original research (see GSW Faculty Handbook pp. 22-24). For workshops and professional meetings, the location of the meeting (international, national, regional or local) affects the level of funding allowed. The maximum funding allowed for an FDG is $700, but this funding may be combined with travel funding from an individual academic unit. Applications for FDG are typically accepted by the Committee on Faculty Affairs in both Fall and Spring terms (see GSW FDG Proposal Form). After completion of the grant-funded activity, faculty members submit a summary that describes how the activity contributed to his or her ongoing development (see Examples from 2010-11, 2011-12, and 2012-13).

The Teaching Circle Program

TC was instituted during the 2000-01 academic year to give faculty-lead groups the opportunity and the incentive to explore teaching issues and solutions through collaborative research and discussion. While the emphasis is on teaching, individual teaching circles can lead to development as scholars and practitioners as well since teaching, scholarship, and practice are often interrelated. Teaching circles are often interdisciplinary in nature leading to interdisciplinary collaboration and increased collegiality. For example, through interactions and discussion at the General Interest TC, an honors course was offered that examined the chemistry of color. This course brought together

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honors student from two seemingly diametric groups, art students and science students, for an engaging experience exploring the chemical makeup of pigments. An example of a collaborative endeavor was the coauthoring of Distinguished Professor Grant by Dr. Sam Peavy (Geology and Physics) and Dr. Ian Brown (Biology) for the purchase of a remote weather station. Other TC have more specific agendas, such as one on GeorgiaVIEW in which experienced faculty provide training and problem solving sessions for faculty less experienced in the use of GeorgiaVIEW.

Additional faculty development funding is provided to faculty attending at least three teaching circle meetings in an academic year. A faculty member attending three meetings receives $100 of additional faculty development money and one attending six or more receives $200. A faculty member organizing an individual group can receive additional funding for keeping track of attendance at the meetings he or she organizes and for providing the director of the program with an end of year summary. Since most faculty members use TC funds for purposes similar to faculty development grants, the program has a double impact on faculty development. The Director of TC, a faculty member who receives a stipend for administering the program, has produced an annual report since the 2010-11 academic year that details topics, participation, and use of TC funds (see TC Annual Report 2010-11, TC Annual Report 2011-12 and TC Annual Report 2012-13). See also GSW TC Participation 2000-11. The Director of TC typically sends a call for teaching circles at the beginning of Fall and Spring terms (see GSW TC Call 2013), and also sends out weekly announcements of upcoming teaching circles (see GSW TC Weekly Update E-Mail).

Southwestern Week

Southwestern Week is the week prior to the beginning of the academic year during which the Office of the President in consultation with AA schedules a series of meetings, including faculty development activities, such as training in the use of plagiarism prevention software, for new academic advisors, on building an online course, on the application of the Americans with Disabilities Act in the classroom, for UNIV 1000 instructors, or on the implementation of a new technology like Degree Works (see Southwestern Week Schedule 2008, Southwestern Week Schedule 2009, Southwestern Week Schedule 2010, Southwestern Week Schedule 2011, Southwestern Week Schedule 2012 and Southwestern Week Schedule 2013). Session leaders may be GSW faculty or staff or they may be invited speakers.

William B. King Family Endowment Fund

The William B. King Family Endowment Fund was established by former GSW President Dr. William B. King to “support faculty development and the enrichment of teaching” (see William B. King Family Endowment Fund). The fund is held by the GSW Foundation and administered by the Office of the President. Request for funding are submitted to the President of GSW, who then appoints a committee of three faculty members to recommend approval of submissions. Recipients are expressly expected to share their knowledge and experience with other faculty at GSW. Recent recipients of the award include Dr. Ahn-Hue Tu, and Dr. Gabriele Stauf, both of whom traveled to China to participate in teaching exchange programs during summer 2011 (see William B. King Examples 2011).

GSW Convocation Series

GSW schedules one-hour convocation presentations about once a month during both fall and spring semesters. While these presentations are not intended only for faculty development, the annual Griffin Bell Lecture typically offers a speaker appropriate for faculty and student development (see Griffin Bell Lecture 2012 and Griffin Bell Lecture 2013).

OIIT Workshops and Tutorials

The mission of OIIT is to support Georgia Southwestern State University by providing professional expertise that enables the extensive and essential use of information technology in support of both administrative processes and academic pursuits. Specifically, OIIT aims to “provide training and technical support to faculty, staff and students relating to the hardware, software, multimedia studio, and distance learning technologies being utilized on campus” (see OIIT Mission).

OIIT's participation in Southwestern Week is one way that it fulfills this part of the unit's mission. For instance, during Southwestern Week 2008, OIIT conducted training in the use of the Polyvision Whiteboard system; during 2009, the unit conducted training in setting up a class in WebCT, which was GSW's learning management platform at that time; during 2010, the unit conducted training in building an online course; during 2011, the unit conducted training in using Microsoft Outlook; and during 2012, the unit conducted training in using the new technology in phase one of the Rosalynn Carter Health and Human Sciences complex, which had just opened. In addition, since 2010 OIIT has conducted an annual session on OIIT services primarily for new faculty, but open to all (see Southwestern Week 2013, for instance).

In addition to face-to-face training, OIIT provides faculty with a variety of online resources designed to help them make use of those resources. On the OIIT Main Webpage is a link entitled Getting Started with Campus Technology, which leads to link entitled Information for Faculty. The Information for Faculty and Staff page includes information on sign-up and training for Banner/RAIN, GeorgiaVIEW, and E-Mail as well as Faculty and Staff Development.

Since Faculty are dependent on GeorgiaVIEW for both distance learning instruction and enhancement of face-to-face learning, there are online instructional resources on the main GeorgiaVIEW page. Among the links to left on the GeorgiaVIEW Home page are Faculty Resources. The Faculty Resources page includes links to D2L Tutorials and to a set of FAQs entitled Getting Started with GaVIEW. The Faculty Resources page also includes links to Faculty Development and MS Office Tutorials as well as a link to USG Faculty Development Resources, including specific GeorgiaVIEW Resources.

During the 2012-13 Academic Year, GSW participated in the second round of the USG transition from the Blackboard Vista Learning Management System (LMS) to the D2L LMS, which involved a major training effort on the part of both the USG and GSW. The training for this transition used the Training-the-Trainer model, which required several rounds of training of faculty, staff, and students, some occurring at the USG level and some at the institutional level. OIIT staff and GSW faculty were trained by the USG and then provided training to other GSW faculty, all of whom provide training to the students using D2L in their classes.
D2L instruction for USG faculty was conducted by the USG Office of Faculty Development (see About USG Faculty Development) and focused on two areas: Train-the-Trainee instruction and Self-Paced online instruction (see D2L Trainer Training). Each USG institution designated up to three trainers for its campus who then attended training at the USG Information Technology Services facility in Athens, GA (see D2L Train the Trainer Agenda). The USG also provided training for the Chief Information Officer (CIO) and LMS Administrator at each institution (see D2L Institutional Administrator Workshop Agenda and D2L IG2 Training Agenda).

Training at GSW was conducted primarily by four people who were trained by USG Faculty Development: W. Royce Hackett, GSW's CIO; Alla Yemelyanov, GSW's D2L Administrator; Shannon Perry, Distance Learning Coordinator for the School of Business; and Rebecca Mathews Gee, an Assistant Professor of Nursing. On campus D2L training began with a session conducted for all faculty and staff on September 18, 2012 (see D2L Training Sessions 2012-13) and continued through the implementation of the system at the beginning of Spring Term 2013 classes on January 4, 2013. Training sessions were also conducted for students who serve as tutors and lab assistants for the Academic Resource Center and the School of Computing and Mathematics (see D2L Training Sessions 2012-13). In addition to large group sessions, OIT set up a training lab in Morgan Hall, where individualized consultations were conducted (see D2L Lab Consults 2012-13). Alla Yemelyanov continues to serve as first point of contact for all faculty and students for support and training with D2L, and Shannon Perry and Rebecca Mathews Gee serve additional support and training roles for the School of Business and the School of Nursing, respectively, which enroll the majority of distance learning students at GSW. This last example shows how faculty development at GSW often results from collaboration between GSW and the USG.

USG Faculty Development Resources

USG Office of Faculty Development

The USG Office of Faculty Development promotes faculty and student success by encouraging the use of 21st Century teaching and learning pedagogies. The Office further supports student success by helping institutions assist their faculty to be more effective in their teaching, scholarship, and service (see USG Faculty development Overview). USG Faculty Development provides resources in a variety of ways including online resources, webinars, and face-to-face sessions on USG campuses. Among the online resources provided by USG Faculty Development are the iTunes U Archives, which archives video versions of most face-to-face USG Faculty Development sessions as well USG Faculty Development Webinars: Just-in-Time Training, which provides links to online professional development programs from outside the USG; and USG Faculty Development links to journals and conferences. The USG entire Faculty Development Series for Fall 2013 will be conducted via webinar (see USG Faculty Development Series Fall 2013), and as mentioned previously past Faculty Development webinars are archive on the USG iTunes U site. USG Faculty Development provides two types of face-to-face training on USG campuses. In some years, USG Faculty Development Series workshops are held on individual USG campuses but are then open to participants from any USG institution. For instance, USG Faculty Development held a workshop entitled "The Class from Hell" at GSW on March 30, 2012. The workshop was conducted by Dr. Peter Lindsay, Director of the Center for Teaching and Learning at Georgia State University, and presented strategies for getting a class back on track that has gone astray. This workshop was attended by both GSW faculty and faculty from other USG schools (see USG Workshop @ GSW Participants). USG Faculty Development also provides on campus presentations and workshops conducted by USG Faculty Development staff for individual campuses. For instance, Ginger Durham of the USG Faculty Development staff conducted a workshop on Evaluating Online Teaching at GSW on October 14, 2012 (see USG Evaluating Online Faculty Workshop at GSW), and USG Faculty Development staff conducted a two-day workshop on Best Practices in Online Pedagogy September 4-5, 2010 (see GSW OIIT Faculty Development List p. 2).

Consortium on Teaching and Learning (CTL)

The USG's CTL consists of representatives from each of the USG's 31 member institutions as well as the Vice Chancellor for Faculty Affairs and the Assistant Vice Chancellor for Faculty Development. CTL meets twice annually to discuss faculty development policy and to share resources between institutions. CTL also maintains a listserv that keeps faculty development professionals at each USG campus informed about faculty development opportunities sponsored by the USG and by individual USG institutions. For instance, the USG began sponsoring a teaching and learning conference in the 2012-13 academic year that was announced on the CTL listserv and then forwarded to GSW's faculty listserv by GSW's CTL representative (see USG Teaching and Learning Conference Announcement). For many of these USG opportunities, travel reimbursement is available from GSW's Office of Academic Affairs with the understanding that reimbursed faculty members will share their knowledge and experience with other GSW faculty. CTL listserv announcements on faculty development opportunities sponsored by other USG institutions are handled similarly (see GSW Teaching Matters Announcement). In addition, GSW's CTL representative sometimes organizes faculty development opportunities for GSW faculty only (see GSW Academic Integrity and Student Conduct Training).

Tuition Assistance Program (TAP)

The purpose of the USG's TAP is to foster the professional growth and development of its eligible employees, including both faculty and staff (see USG TAP). Applications for TAP are handled by GSW's Office of Human Resources, which puts out a call for applications each semester (see GSW TAP Call Fall 2013).

Combining institutional resources and opportunities with USG resources and opportunities provides GSW faculty with more than adequate ongoing professional development.

Sources (In Order of Appearance)

GSW Mission Statement
GSW Faculty Handbook 2013-2014 (Page 5)
OIT’s participation in Southwestern Week is one way that it fulfills this part of the unit’s mission. For instance, during

Southwestern Week Schedule 2009
Southwestern Week Schedule 2010
Southwestern Week Schedule 2011
Southwestern Week Schedule 2012
Southwestern Week Schedule 2013
William B. King Family Endowment Fund
William B. King Examples 2011
Griffin Bell Lecture 2012
Griffin Bell Lecture 2013
GSW OIIT Getting Started Fac-Staff
GSW GeorgiaVIEW Home
GSW GaVIEW Faculty Resources
GSW Getting Started with Desire 2 Learn
USG D2L Resources
USG Faculty Development About Us
D2L Trainer Training 1
D2L Train the Trainer Agenda
D2L Institutional Administrator Workshop Agenda
D2L IG2 Training Agenda
D2L Training Sessions 2012-13
D2L Lab Consults 2013-13
USG Faculty Development Resources Overview
USG iTunes U
USG Just in Time
USG Faculty Resources Center for Teaching and Learning Resources
USG Faculty Development Series Fall 2013
USG Workshop @ GSW Participants
USG Evaluating Online Faculty Workshop @ GSW
GSW OIIT Faculty Development Sessions List (Page 2)
USG Teaching and Learning Conference Announcement
GSW Teaching Matters Conference Announcement
GSW Academic Integrity and Student Conduct Training
USG TAP
TAP Announcement Fall 2013
GSW Faculty Development Funding
GSW GaVIEW Top Ten Tips
Combining institutional resources and opportunities with USG resources and opportunities provides GSW faculty with more than adequate faculty listserv by GSW's CTL representative (see about faculty development opportunities sponsored by the USG and by individual USG institutions. For instance, the USG began sponsoring The USG's CTL consists of representatives from each of the USG's 31 member institutions as well as the Vice Chancellor for Faculty Affairs Consortium on Teaching and Learning (CTL) GSW USG schools (see USG institution. For instance, USG Faculty Development held a workshop entitled "The Class from Hell" at GSW on March 30, 2012. The webinars are archive on the USG iTunes U site. USG Faculty Development provides two types of face will be conducted via webinar (see USG Faculty Development Resources). OIIT's participation in Southwestern Week is one way that it fulfills this part of the unit's mission. For instance, during the week before classes begin each fall term. OIIT provides training in the use of learning and teaching technology, especially in the use of GSW's learning management system, GeorgiaVIEW. The William B. King Family Endowment Fund was established by former GSW President Dr. William B. King to "support faculty development during 2011 (see GSW Convocation Series). Participate in teaching exchange programs during summer 2011 (see FDG is $700, but this funding may be combined with travel funding from an individual academic unit. Applications for FDG are typically FDG provide funds for faculty to enhance professional competency through activities such as attending workshops, presenting research at OIIT's model, which required several rounds of training of faculty, staff, and students, some occurring during Partial Compliance of the system at the beginning of OIIT training on USG campuses. In addition to large, the unit conducted training in building an online Trainer model in which experienced faculty provide training and problem solving sessions for faculty less experienced in the academic year to give faculty Partial Compliance and continued through the implementation of the system at the beginning of USE PA - 3.7.3 GSW Survey of TC Expenditures GSW Academic Resources GSW Teaching and Learning Resources King's fund for China 2011 Stauf King's Fund Request for China 2011 OIT Mission Tuition Assistance Program (TAP) - Human Resources - University System of Georgia USG Centers of Teaching and Learning Directory USG Consortium on Teaching and Learning USG CTL Page (Page 2) USG Faculty Resources Just in Time USG Faculty Resources Session and Workshops USG Faculty Resources Center for Teaching and Learning Resources USG TAP USG CTL Page (Page 2) USG Faculty Resources Just in Time USG Faculty Resources Session and Workshops
3.7.4

Faculty: Academic freedom

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University’s (GSW) policy on Academic Freedom ensures that faculty members have full freedom in their research and the publication of the results of their research, although research for pecuniary gain must be approved by the university. The Policy also ensures that faculty members have freedom in discussing the content of courses while teaching, although this freedom does not necessarily extend to “controversial matter which has no relation to the subject” (See also GSW University Statutes Article III Section 8).

GSW’s academic freedom policy is based on the American Council on Education’s (ACE) statement of academic rights and responsibilities and therefore acknowledges not only the responsibility of the university to protect academic freedom, but also the obligation of faculty members to “assure unimpeded intellectual diversity in their classes and avoid prejudiced academic evaluation of the students” (see also Student Rights and Responsibilities in GSWeathervane Student Handbook).

The academic freedom of GSW’s Faculty is also protected by the award of tenure. Tenure protects faculty members from arbitrary dismissal resulting from subjective political and ideological trends (see GSW Faculty Handbook Overview of Tenure). While the president of GSW can terminate any employee for cause (GSW University Statutes Article III Section 5 #2), none of the causes for termination listed in the Georgia Board of Regents (BoR) policy abridge the academic freedom of faculty members:

A tenured or non-tenured faculty member may be dismissed before the end of his/her contract term for any of the following reasons, provided that the institution has complied with procedural due process requirements:

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed.
2. Professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship.
3. Unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member’s performance of duty or his/her responsibilities to the institution or to his/her profession (BoR minutes 1989-90, pp.384-385).
5. Physical or mental incompetency as determined by law or by a medical board of three (3) or more licensed physicians and reviewed by a committee of the faculty.
6. False swearing with respect to official documents filed with the institution.
7. Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity.

Such other grounds for dismissal as may be specified in the Statutes of the institution. (BoR Policy 8.3.9.1) Tenured faculty members may be laid off or terminated for reasons of financial exigency (BoR Policy 8.3.7.10). The statutes of GSW specify no other grounds for dismissal.

Faculty members may appeal any challenges to academic freedom by following specific grievance process as provided in Section II, Article H of the Faculty Handbook, pages 11-15 (see also GSW University Statutes Article III Section 9). Neither the office of Human Resources nor of Academic Affairs have any record of a faculty member appealing a termination on grounds of GSW violating his or her academic freedom.

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 10)
- GSW Faculty Handbook 2013-2014 (Page 167)
- ACE-Statement
- The GSWeathervane 2013-14 (Page 32)
- GSW Faculty Handbook 2013-2014 (Page 29)
- BoR Policy 8_3_9 Removal of Faculty
- BoR Policy 8_3_7_10 Removal of Tenured Faculty
- GSW Faculty Handbook 2013-2014 (Page 11)
- GSW Faculty Handbook 2013-2014 (Page 168)
3.7.5

Faculty: Faculty role in governance
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
The Georgia Southwestern State University (GSW) Faculty Handbook states explicitly that “faculty members participate in policy making . . . through the shared governance system” (see GSW Faculty Handbook p. 2). Furthermore, the University Statutes state that "the faculty committees, as identified in the Statutes conduct the work of the faculty" (see University Statutes Article IV Section 4). The committees prepare and approve policies that are subsequently forwarded for review and approval by the Faculty Senate and the General Faculty. Policy proposals may be initiated by any student or employee of the university "by submitting a written proposal to the appropriate committee." The specific duties of each committee are described in the University Statutes (see Article IV Section 4) and most committees also have ex-officio administrative members representing their area of expertise (see 2012-13 Faculty Committee Assignments and 2013-14 Faculty Committee Assignments).

The Committee on Academic Affairs (CoAA), and the Committee on Graduate Affairs (CoGA) are specifically charged with drafting, reviewing, and approving academic policies for undergraduate and graduate students and programs, respectively. In addition, these two committees also review and approve substantive changes to academic programs. Proposals for substantive changes to academic programs may only be initiated by a faculty member who teaches in the program. In addition, the CoGA reviews applications for graduate faculty membership, and makes recommendations that are voted on by the Faculty Senate, and the General Faculty.

CoAA
During the early months of the 2012-13 academic year, the CoAA drafted and approved a revised Academic Integrity Policy for GSW. A draft of the policy was first discussed at the August 24, 2012 CoAA meeting, and was assigned for further revision at that time. The revised draft was presented at the September 21, 2012 CoAA meeting and approved for passing on to the Faculty Senate. The final policy was endorsed by the Senate and approved by the faculty at the General Faculty Meeting held November 30, 2012.

CoGA
Also at the November 30, 2012 General faculty meeting, the CoGA recommended that seven graduate faculty members have their status renewed, and that three new faculty members be granted graduate faculty status (see GSW Faculty Meeting Minutes November 2012 p. 4).

The faculty exercises its responsibility for other areas of shared governance through the following committees (in addition to the Committee on Academic Affairs and the Committee on Graduate Affairs): Academic Grievances, Athletics, Business and Finance, Faculty Affairs, Institutional Effectiveness, Institutional Review Board, Instructional Technology, Scholarships and Financial Aid, Student Affairs, and University and Alumni Relations. Each committee reports its activities to the General Faculty at the semiannual General Faculty meetings. See the December 2, 2011 Minutes for an example report from the Instructional Technology Committee; the April 2012 Minutes pages 2-4 for reports from Athletics, Business and Finance, Faculty Affairs, Institutional Effectiveness, Institutional Review Board, Scholarships and Financial Aid, and Student Affairs; and the November 2012 Minutes for a report from the University and Alumni Relations. The Academic Grievances Committee last reported activity at the April 2010 General faculty meeting. See also Committee Reports on p.2 of the General Faculty Meeting Minutes for April 2013.

Sources (In Order of Appearance)
 GSW Faculty Handbook 2013-2014 (Page 2)
 GSW Faculty Handbook 2013-2014 (Page 169)
 GSW Faculty Committee Assignments 2012-13
 GSW Faculty Committee Assignments 2013-14
 Academic Integrity_Policy_DRtoCirculate3
 CoAA Minutes Aug 24 2012
 Academic Integrity_Policy_DR_NEW82012
 GSW CoAA Minutes September 2012
 Academic Integrity Proposal to General Faculty
 GSW Faculty Meeting Minutes November 2012 (Page 3)
 Grad Faculty Renewals November 2012
 New Grad Faculty November 2012
 GSW Faculty Meeting Minutes November 2012 (Page 4)
 GSW Faculty Meeting Minutes December 2011 (Page 5)
 GSW Faculty Meeting Minutes April 2012 (Page 2)
Faculty: Faculty role in governance

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Judgment

Compliance

Partial Compliance

Non-Compliance

Not Applicable

Narrative

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Sources

(In Order of Appearance)

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- GSW Faculty Handbook 2013-2014 (Page 169)
- GSW Faculty Committee Assignments 2012-13
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- Academic Integrity_Policy_DRtoCirculate3
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- GSW CoAA Minutes September 2012
- Academic Integrity Proposal to General Faculty
- GSW Faculty Meeting Minutes November 2012 (Page 3)
- Grad Faculty Renewals November 2012
- New Grad Faculty November 2012
- GSW Faculty Meeting Minutes November 2012 (Page 4)
- GSW Faculty Meeting Minutes December 2011 (Page 5)
- GSW Faculty Meeting Minutes April 2012 (Page 2)
- GSW Faculty Meeting Minutes April 2010 (Page 2)
- General Faculty Minutes April 2013 (Page 2)
- General Faculty Meeting Agendas and Minutes
- GSW Faculty Handbook on Shared Governance
Library and Other Learning Resources: Learning/information resources

The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) provides adequate facilities and learning/information resources to accomplish its learning/teaching and public/community service mission (see GSW Mission Statement). Learning/teaching facilities and resources are provided primarily the James Earl Carter Library and Office of Information and Instructional Technology, although the Academic Resource Center, the Learning Support Program, and the Writing Center also contribute to support of learning and teaching. Public/community service is delivered primarily by the Rosalynn Carter Institute and the Office of Continuing Education.

Learning and Teaching

James Earl Carter Library

The James Earl Carter Library (JEC) is a two-story building that was completed in 1969 and last renovated in 2003. JEC houses the administrative offices of the Library, and six staff offices, as well as space for the cataloguing and processing of circulating library materials. JEC also has a computer classroom for library instruction; fourteen computer stations for accessing library catalogues and databases; fifty-one (51) study carrels of various sizes, accommodating from one to eight students; sixteen (16) study rooms; forty (40) tables; twenty (20) couches; and three hundred fifty-five (355) chairs. JEC also has an art gallery space. The majority of the space in JEC is taken up by the Book, Periodical, Reference, and Government Document stacks. JEC has 58,363 net square feet of usable space (see Library Floor Plan).

When patrons enter on the first floor of the JEC, a combined service desk is immediately to their right. At the service desk, patrons may check out materials, get reference assistance, and collect items from the common printer networked with library computers. Just past the service desk on the right is a copy room, where patrons can make copies or use the digital microfilm-microfiche reader and a scanner located there. Just past the copy room is the Interlibrary Loan (ILL) Office. The Materials Processing area and Collection Development Department are located in the non-public side of the first floor, behind the service desk, copy room, and ILL. Adjacent to the Collection Development Department are the offices of the Dean of the Library and the JEC’s Senior Administrative Assistant. When patrons enter JEC, the reference collection, government documents area, popular DVDs, audio books, newspaper collection, and new books collection are all located to the left. Also to the left behind the newspaper racks, patrons will find a computer lab-classroom containing thirty desktop computers, an instructor station and a whiteboard with projector that is used for teaching classes and as an open lab for students when not reserved for classes. Directly across from the main entrance past ILL, patrons will find fifteen (15) desktop computers, three of which are reserved for community users. Other first floor features include table seating, individual comfortable seating, individual carrel seating, a snack lounge, the Oral History Room, the POW Collection, the Macy Bishop Gray Rare Books Room, and an art gallery.

Just to the left of the public computer area on the main floor of JEC is the stairway and elevator to the second floor. A computer area containing three PCs is directly in front of patrons as they arrive on the second floor. The Cataloging Department and work area is housed on the second floor. The following collections are all located on the second floor: Bound Periodicals, Microfilm and Microfiche, Main, Children’s Book, Audio Visual, and Third World. Other second floor features include fourteen (14) individual study rooms; a music listening room equipped with a phonograph, tape deck, and CD player; an audio visual viewing room equipped with a television, DVD player and a VCR; twelve (12) faculty study rooms; study tables; individual carrel seating; comfortable chairs and couches for patron seating; a copy machine; microfilm and microfiche readers; and a microfilm-microfiche reader/printer.

JEC is currently open to the public 79 hours per week. Both floors are open to patrons all hours the building is open. Twice a year, during Fall and Spring exams, the Library extends hours of operation for the first three days of final exams. Regular semester operating hours are:

- Monday-Thursday – 8 a.m. to 10 p.m.
- Friday – 8 a.m. to 3 p.m.
- Saturday – 9 a.m. to 5 p.m.
- Sunday – 2 p.m. to 10 p.m.

To meet JEC’s mission, library faculty and staff acquire and provide access to bibliographic and information resources in all formats at the undergraduate and graduate levels, as appropriate to the degrees offered by GSW. The holdings of the JEC include over 2 million books, government documents, current and bound periodicals, audio visual materials, and microforms. JEC has served as a selective repository for U.S. government publications since 1966. All materials are cataloged and located on open shelves. JEC’s collections include:

- Over 500,000 books and bound volumes
- Approximately 300 current print, electronic, and microform subscriptions
- Over 1.6 million microform units
- Over 1,600 audio visual materials
The Library also subscribes directly to JSTOR and ARTstor, providing access to an additional four hundred full text journal titles and over one million digital images. Access to these online collections is available at all times to GSW students, faculty, and staff, both on and off campus. Off campus access to these resources is provided via EZProxy, which is hosted through Online Computer Library Center (OCLC).

In addition, our students, faculty, and staff have access to Georgia Library Learning Online (GALILEO). An initiative of the Board of Regents (BoR) of the University System of Georgia (USG), GALILEO is a community of more than 2000 institutions that include the University System of Georgia, the Technical College System of Georgia, K-12 schools, public libraries, and a group of private academic colleges and universities. As a participating USG institution, GSW has access to over 80 databases with over 10,000 full text journals (see GSU GALILEO Databases, and Galileo full text resources). Also through GALILEO, JEC has access to over 30,000 e-books on a wide range of subjects and which are accessible through GSW GIL. All GALILEO resources are readily accessible to GSW faculty, staff, and students both on and off campus. Off campus access to GALILEO is provided through the use of password authentication.

GALILEO provides access to databases on a wide variety of subjects (see GALILEO Subject Browse), and specifically provides resources that support GSW's graduate programs in Business, Computer Science, Education, English/Critical Literacy, and Nursing. GALILEO Resources and JSTOR allow graduate student in Education, English/Critical Literacy, and Nursing to fulfill the research requirements of their degree programs (see also Comprehensive Standard 3.3.1.4, and Comprehensive Standard 3.6.2).

JEC also houses the following special collections:

- The GSW Historical Collection: Includes documents and records relating to the history of GSW and Sumter County, Georgia. The collection includes photographs, yearbooks, *The Sou'Wester* (GSW's student newspaper), past course catalogs and bulletins, publications of GSW faculty and staff, and local histories. The collection is searchable through the Library's catalog.
- The Dr. Harold Isaacs Third World Studies Collection: Includes books and periodicals focusing on Third World Studies as well as documents and records relating to the Association of Third World Studies. The majority of the collection is searchable through the Library's catalog.
- The Prisoner of War (POW) Collection: Developed with assistance from the Andersonville National Historic Site, the POW Collection contains books related to the POW experience, mostly memoirs written by former POWs. The collection is searchable through the Library's catalog.

JEC is a member of the following consortia and works cooperatively with a range of libraries to enhance collections and resource sharing, including GALILEO (see description above), GALILEO Interconnected Libraries (GIL), the Georgia Online Database, Lyrisis, OCLC, the Lake Blackshear Regional Library, and the South Georgia Technical College Library. These cooperative relationships allow JEC to further support GSW degree programs by making available important resources from other strong libraries and networks. GIL and GALILEO also allow GSW to provide comparable library services to its Early Childhood Education program site at Abraham Baldwin Agricultural College (ABAC) in Tifton, GA (see GIL ABAC).

Created by the USG to support resource sharing, GIL provides a gateway to information resources held in USG libraries. GIL serves as a single integrated library automation system which provides each institution with its local catalog. In addition, a Universal Catalog provides access to holdings across all libraries within the USG. Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. This allows GSW students, faculty, and staff to readily obtain books located in collections throughout the state. In addition, GIL provides USG librarians with data regarding the use and growth of their collections as well as data that can be used to help guide future decision-making and cooperative collection development (see also GSW GIL).

Administered by the Georgia Public Library Service, Georgia Online Database (GOLD) serves as the interlibrary lending and union listing system throughout Georgia. The GOLD consortium is comprised of more than 200 academic, public, private, school, special, and technical college members.

Lyrisis is the nation's largest regional membership organization, serving libraries and library professionals. OCLC is a worldwide library cooperative committed to improving access to the information held in libraries around the world. Cataloging and interlibrary loan services are provided to JEC by OCLC via Lyrisis. Lyrisis also provides cost savings through group purchasing for products and services. Lyrisis also offers a range of professional development opportunities for library faculty and staff.

JEC has a cooperative lending agreement with Lake Blackshear Regional Library and South Georgia Technical College Library. The purpose of this agreement is to provide the citizens of Sumter, Crisp, Dooly, and Schley counties and the faculty, staff, and students, including those enrolled in GSW and South Georgia Tech's distance education programs with optimal access to library information resources and services. Valid users associated with any of these institutions can establish borrowing privileges with any of the other institutions.

JEC provides a full array of library services to support GSW students, faculty, and staff. The Library strives to provide a convenient, constructive, and positive experience to all patrons of JEC services. JEC's success is seen in patron satisfaction in the Annual Library Survey and through increased service usage. The Circulation Desk at JEC provides all circulation and course reserve services. JEC offers a well-utilized course reserve service for high demand materials. Through GIL Express, USG patrons are able to initiate requests for books directly from other USG libraries and have them delivered to their home institutions at no charge. In 2011-2012, the total number of GIL Express requests from our faculty, staff, and students was 654, while GSW fulfilled 389 GIL Express requests from other schools. JEC offers interlibrary loan (ILL) service to students and faculty to acquire materials not owned by the Library. In 2011-2012, the total number of items borrowed was 550, while the total number of items lent was 523. JEC has a robust Library Instruction program. In 2011-2012, librarians taught 89 courses and reached 1,264 students. Librarians work closely with faculty to design instruction sessions tailored to course and assignment objectives. JEC’s Reference Desk is open 25 hours per week to assist students, faculty, and staff. In addition, JEC offers email and telephone reference services. In 2011-2012, there were 1,169 reference transactions. One-on-one research consultations are available.
to patrons seeking in-depth research assistance. Detailed information about JEC’s Instruction and Reference Services can be found in Comprehensive Standard 3.8.2.

JEC makes all reasonable accommodations to serve patrons with disabilities. There is handicap parking in the staff parking lot directly off the loading dock with additional handicap spaces available in the large parking lot located behind the Library. The handicap entrance is in the front of the building and a sign directs users to the handicap entrance. A handicap accessible elevator is available for patrons to get to the second floor of the Library. The Library computer lab is equipped with an ADA-compliant work tables. Additionally, the Library has a workstation loaded with the Kurzweil 1000 and 3000 software. Kurzweil 1000 is an advanced reading tool for people who are blind or severely visually impaired. It works in conjunction with a scanner and synthetic speech to convert the printed words into speech. The Kurzweil 3000 software helps people with reading or learning difficulties increase their reading speed and comprehension. This work station is also equipped with Intelliekeys for users having difficulty using a traditional keyboard. The Service Desk handles requests for book retrievals and assistance with photocopying.

GSW’s distance education students have equitable access to Library resources and services. Both on and off campus access is available at all times to JEC’s catalog (GIL-Find), GIL Express, and GALILEO. Interlibrary loan requests can be made by email or phone and delivery of articles is made to distance education students through email. GIL Express allows distance education students to request books be delivered to a USG campus near their location for pick-up. Instruction and reference services are available through the embedded librarian program as well as via email and telephone. In addition, online tutorials for GIL-Find and GALILEO are available on the Library’s website.

Satisfaction with the Library is assessed as part of the Annual Library Survey. Survey results show that patrons use the Library as a place to study and to complete assignments utilizing the computing resources in the Library. The comments section of the survey allows users to provide more detailed feedback about the Library facility. Comments from the survey have led to the implementation of a wireless network in the Library, the expansion of the Library computer lab, the designation of more areas as group study rooms, and the addition of a snack lounge.

Office of Information and Instructional Technology

The mission of the Office of Information and Instructional Technology (OIIT) specifically includes maintaining a leadership role in the application of technology to learning and teaching, recommending appropriate emerging technologies for the improvement of learning and teaching, providing training and technical support to students and faculty for distance learning technologies, and producing audio-visual materials for instructional use (see OIIT Mission). OIIT is located in Morgan Hall (MOR), which was completed in 1937 and last renovated in 1997. MOR has fourteen administrative offices, a conference room, and a computer lab. MOR has 8,119 net square feet of usable space.

OIIT provides GSW with state-of-the-art multimedia equipment in most campus classrooms. These multimedia tools include computers, projectors, interactive white boards or annotation tablets, document cameras, and other specialized classroom instruction equipment. All classrooms have access to the campus network and, therefore, access to the internet. Currently, 26% of all classrooms are served by wireless network service, and 83 classrooms (85%) have some type of multimedia equipment permanently installed in the room, with computers and LCD projectors being the most common type of equipment (see GSW Classroom and Lab Computer Inventory 2013 and GSW Classroom Support Technology Inventory).

OIIT also operates sixteen open computer labs with a total of 188 computers located throughout campus, providing students with a wide variety of software applications and flexible hours. All of the campus residence halls have open computer labs (see GSW Computer Labs Page). In addition, thirteen classrooms (with a total of 315 computers) on campus are computer-enhanced with individual computer workstations for the students. These classrooms are utilized to give the students discipline specific instruction in an instructor led environment. OIIT provides the following software on each faculty workstation:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Microsoft Forefront 2010
- Microsoft Media Player
- Mozilla FireFox
- Adobe Acrobat Pro (9 and 10), if requested
- Roxio Creator DE 10.3 (CD/DVD recording software)
- SSH Secure Shell (3.2.9), if requested
- Outlook Web App
- Self Service Portal
- Apple QuickTime for MACs and Windows
- Adobe Flash Player
- Java (6.31)
- TrueCrypt
- 7-zip

GSW provides the following software on each workstation in student computer labs:

- Microsoft Office 2007, Office 2008 (Mac), Office 2010, Office 2011 (Mac), and Office 2013
- Microsoft Internet Explorer (IE 8 and IE 9)
- Mozilla FireFox
- Adobe Reader
- Apple QuickTime for MACs and Windows
• Adobe Flash Player
• Java (6.31)

In addition, OIIT provides the following software to meet the needs of specific academic programs:

• ChemSketch, package for drawing chemical structures
• Geographic Information Systems software
• SONA human subject pool management software
• SPSS Statistical Software
• Final Cut Studio video editing software
• Sound Track aid software
• Magix Studio audio software
• Photoshop CS5
• Illustrator CS5
• Dreamweaver
• Lightroom
• MyMathLab
• Pari, number theory software
• SciLab, numerical computational package
• Sage, mathematics software

OIIT provides GSW with high-speed network service (one gigabyte per second or greater) to all buildings used for instruction or academic support. This Internet service is provided by PeachNet, the statewide communications network supporting all USG Information Technology Services, which utilizes Internet2. This network provides access to Internet, e-mail, library resources, the GeorgiaView Learning Management System, the Banner student information system, online courses and programs, and other services offered on our campus by the USG (GALILEO, for instance). Wireless Internet is provided for students, faculty, and staff in the residence halls, JEC, the dining hall and coffee shop in Marshall Student Center, the Student Success Center, and in most of the instructional spaces.

OIIT continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major technology infrastructure upgrades in the last five years include the replacement of core router/switch devices that allow faster connections between GSW's two core devices and a greater range of capabilities for the campus network, the segmentation of the campus data network into manageable units to increase efficiency and security, and the creation of a separate network for the residence halls that creates greater security for the academic network and reduces competition for bandwidth between academic users and residential users. The network firewall was also upgraded and deep packet inspection filtering was added to manage accessible web content, thus reducing virus and malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, OIIT began migrating to Microsoft Exchange for campus email services because the existing Linux SendMail system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange allowed for increased storage and enhanced services such as a shared calendar, contact integration, and web-based connectivity. In addition to purchasing the necessary hardware and software, OIIT configured user accounts in such a way that existing email service was not interrupted. Existing email accounts were migrated from Eudora, which was no longer supported, to Outlook, allowing client connectivity to the Microsoft Exchange environment. OIIT upgrades faculty/staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty/staff machines. Public labs used by students are also upgraded on a rotating basis. OIIT is currently upgrading all campus users to Office 2010 at request of individual users.

Academic Resource Center

The Academic Resource Center (ARC) incorporates advising, tutoring, and supplemental instruction to promote academic excellence and success for all GSW students (see ARC Mission). ARC is housed the Academic Center for Excellence (ACE), and its space within ACE includes three classrooms, one of which is computer-enabled; a computer lab with twenty-nine computers; four administrative offices, a conference room, an adult student lounge, student study space, and four carrels used for tutoring. ARC also houses the office of the First Year Advocate as well as the General Education Advisor. The First-Year Advocate advises at-risk first-year students, and directs ARC and the UNIV 1000 orientation course. The General Education Advisor works with students who enter GSW without a declared major. The General Education Advisor, who is a retention specialist, provides these students with academic advising and helps them to make a connection with an academic home.

Learning Support Program

Learning Support assists students seeking to enter programs leading to the baccalaureate degree who have not met the USG minimum entrance requirements in English, reading, or mathematics. Learning Support courses in English, reading, and mathematics are designed to assist students in reaching the USG minimums. Learning Support instructors are housed in the departments of English and Modern Languages and Mathematics respectively, and these same instructors provide students with academic advising until they exit Learning Support and enter a degree program. Software specifically designed for writing and reading development is available to students in room 210 of the English Building, which is a computer lab used for class meetings and which has open lab hours as well (see GSW Campus Labs Page).

The Writing Center

GSW's Writing Center provides a place for practice in writing, communication skills, and collaboration (see Writing Center Mission). The Writing Center is housed in ACE, where it has a consultation room with ten (10) computers, and an office the director. The Center provides knowledgeable, attentive readers who facilitate the development of the writing process for individual writers. Consultants assist their clients in
developing strategies for all facets of the writing process and in every discipline. The Center uses the WCOnline scheduling and management system that provides access to both on campus and online students to the Center's services. The Center also serves as a resource for the GSW community in the teaching of writing.

Community and Public Service

Rosalynn Carter Institute

Rosalynn Carter Institute (RCI), GSW's primary public service unit, is committed to giving caregivers support to promote caregiver health, skills, and resilience (see RCI Mission). RCI is housed in Rosalynn Carter Health and Human Sciences Complex Phase II (HHS2), which was completed in 2013. RCI's facilities in HHS2 include ten administrative offices and a conference room.

Continuing Education

The Office of Continuing Education (CE) is housed in the Business, History and Political Science Building (BHP). The Director of CE has an office in BHP 215 and the director is able to schedule classroom, meeting room, computer lab and recreation facilities across campus to accommodate the programs CE offers (see Comprehensive Standard 3.4.2 for more information about the programs CE offers).

Other Facilities and Resources

The old president's residence formerly occupied by the RCI currently houses the Southwest Georgia offices of the Court Appointed Special Advocates Program (CASA). The building has seven administrative offices and 3526 net square feet of usable space.

GSW also operates a number of facilities that are used for performances and exhibitions open to the public or are available for the use of outside groups. These facilities include Agerton Observatory in the Joseph C. Roney Building; the Music Performance Space in Jackson Hall; the gallery in the JEC; the proscenium theater, the black box theater, and the gallery in the Fine Arts Building; the Student Success Center; Marshall Student Center; the Lake House; and the Assembly Hall in Wheatley Administration Building (see GSW Facilities Summary and Details).

Sources (In Order of Appearance)

- GSW Mission Statement
- JEC Floor Plan
- JEC Mission
- GALILEO Fact Sheet
- GSW GALILEO Databases
- Galileo full text resources
- GALILEO Subject Browse
- Galileo Business Resources
- Galileo Computer Science Resources
- Galileo Education Resources
- Galileo Language & Literature
- Galileo Nursing & Allied Health
- USG Descriptions of GALILEO, GIL, and DLG
- GIL ABAC
- GIL Universal catalogue
- GSW GIL Catalogue
- JEC Annual User Survey
- JEC Library Gate Count
- Online Tutorials
- UNIV 1000 Library Module
- OIIT Mission
- GSW Classroom and Lab Computer Inventory 2013
- GSW Classroom Support Technology Inventory 2013
- GSW Computer Labs Page
- USG PeachNet
- ARC Mission
- Writing Center Mission
- WCO Online
- RCI Mission
- GSW Facilities Summary
- GSW Facilities Details
3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) ensures that all students, staff and faculty have regular, timely instruction in the use of library resources and in the use of information technology pertinent to the cultivation of learning and teaching (see GSW Mission). James Earl Carter Library (JEC) and the Office of Information and Instructional Technology (OITT) are the primary deliverers of instruction in the use of library and other learning/information resources (see JEC Mission and OITT Mission), although instruction in the use of software products, such as LiveText is sometimes provided by the vendors.

JEC Library

Library Instruction

GSW students begin their instruction in the use of JEC and its resources during UNIV 1000 the GSW Experience, an orientation class required of all first-time incoming freshmen. Every Fall and Spring semester, the library staff schedule times for every section of UNIV 1000 to visit JEC for basic instruction and a tour of the building. Since 2007, JEC staff members have conducted 88 individual sessions for UNIV 1000, serving a total of 1,663 students (UNIV 1000 Classes). In 2008, JEC staff developed a UNIV 1000 Library Module which was embedded in each UNIV 1000 course and the module was added to the JEC webpage in 2009 to provide greater access for all GSW students, including especially transfer students who may not be required to take UNIV 1000 and online students who may not be able to come to campus. The UNIV 1000 module expands on the topics covered during the face-to-face sessions and reinforces learning through the Library Quiz, which can then become part of each student’s UNIV1000 grade. In addition, transfers students are required to complete an online orientation prior to registration for their first term at GSW. This Transfer Student Orientation consists of a series of power point presentations with audio voice over that describe academic requirements and registration, financial aid, and student services (see GSW Transfer Student Orientation). JEC services are described in Student Services Part Two. As noted in the transfer orientation video and UNIV 1000 instruction sessions, JEC librarians are available by appointment for individual library instruction as well as additional instruction customized for the requirements of specific classes.

Assessment of the UNIV1000 library instruction class session is conducted through the Library Assessment Form. The attached chart outlines responses to the five questions used on the form. During Southwestern Week activities in August of each year, the Reference Librarian and Dean of the Library attend the UNIV 1000 instructor workshop to the library instruction component of the course with the instructors and provide information about the online tutorial and quiz (see Southwestern Week Schedules for 2009, 2010, 2011, 2012 and 2013; sessions underlined).

All GSW students are required to complete ENGL 1102 Composition II as part of their general education requirements. The requirements of this course include "one or more research papers to gain practice in gathering information at the library and from online databases, synthesizing scholarly source material, and in providing proper documentation for these outside sources" (see ENGL 1102 Course Outline). Therefore, a typical section of ENGL 1102 Composition II includes at least one Customized Class session with a reference librarian (see ENGL 1102 Anderson Spring 2013 and ENGL 1102 Dahlgren Spring 2013).

At the beginning of each semester, the Reference Librarian sends a message to all GSW faculty that outlines all instruction opportunities (Letter to Faculty). JEC offers course specific instruction sessions, plus topics such as plagiarism, citations, key word identification, and web searching. Faculty are encouraged to contact the Library to schedule a session for their classes, which can be conducted in the Library or through a Librarian visit to their classroom. Since 2007, JEC has consistently provided customized instruction sessions to a variety of academic departments including English and Modern Languages, Art, Psychology, History, Education, Graduate Education, Sociology, Business, Communication, Biology, Music, Nursing, Chemistry, the Writing Center, and the English Language Institute (see HIST 4000 Fall 2012, EDSP 4060 Fall 2012, and NURS 2600 Spring 2013). Since 2007, JEC has conducted a total of 258 Customized Classes, serving 3,000 students (Customized Classes Chart). All faculty are encouraged to contact the Library for personalized instruction of library resources.

Assessment of each Customized Class participant is gathered through the Library Assessment Form developed by the Library in 2009. Faculty also evaluate each Customized Class using the same criteria (Faculty Assessment Form). The forms were developed to analyze student and faculty perception of the Library session and to gain understanding of learning. Additionally, students and faculty have the opportunity to provide narrative evaluations. Data is collected for all Customized Classes and is represented in the attached chart that shows the number of "yes," "somewhat," and "no" responses to each question on the Library Instruction Evaluation form. See also JEC Distance Learning Resources and JEC Library Services.

In 2009, JEC began offering LIBR1101, Foundations of Information Literacy, which provides one hour of credit in Area B of the Core Curriculum and is offered each spring (LIBR 1101 Course Description). In 2009, one section of LIBR1101 was offered that enrolled 20 students. Since Spring 2010, two sections have been offered due . In Spring 2012, one face-to-face and one online session were offered, providing greater enrollment capacity, with a total of 51 students enrolled in LIBR1101 during spring 2012. Since 2009, a total of 151
students have enrolled in the course (*LIBR 1101 Enrollment*).

**Assessment of LIBR1101** is conducted through a pre-test and post-test given to each student the first and last day of class to judge student learning outcomes (*LIBR1101 Syllabus*). In 2009, a P value of 0.0383 illustrated a statistically significant result for the assessment. Spring 2010 the statistical value was 0.9376, while the Spring 2011 statistical value was 0.2004, and the 2012 statistical value was .1072; these last three values as not statistically significant. After review, the instrument has been determined to no longer meet the course content and will be revised to meet the curriculum and student learning outcomes.

**Reference Services**

JEC provides face-to-face and online reference services for all students, faculty, and staff associated with GSW. At the Service Desk, the Reference Desk area is manned by Librarians and staff for a total of 25 hours each week (Reference Schedule) providing dedicated assistance to reference and directional questions. Additionally, the Reference Librarian is available through email, telephone, or office consultations. The Cataloging Librarian serves as the point of reference for the second floor of the Library. Signs posted throughout the second floor direct students with questions to the office of the Cataloging Librarian.

In Fall 2011, JEC began offering an Embedded Librarian program, where the Reference and Collection Development Librarians were embedded in five online classes to provide answers to reference or library related questions. The program and service is ongoing and is a standard reference service available to all GSW classes with an online presence.

**Reference statistics** indicate the traditional mode of answering questions at the Reference Desk has varied since 2007. This variance can be attributed to the online presence of the UNIV1000 Library Module, which provides instruction on using JEC and its resources, Customized Classes meeting information and reference needs, and email access to the Reference Librarian.

**OIT**

GSW students begin their instruction in the use of OIIT and its learning and information resources at Seizing the Opportunity to Register and More Days (STORM Days) where incoming students register for classes, meet their advisors, and generally begin orienting to GSW's campus. OIIT conducts training sessions for both incoming Freshmen and Transfer Students on using the Registration and Academic Information Network (RAIN); the Radi Student E-Mail system, which is the official electronic means of communication between students and GSW’s faculty and administration; and the GeorgiaVIEW Learning Management System that uses the Desire 2 Learn Platform (D2L) (see GSW STORM Day Schedule 2013 and GSW STORM Day Sign-Up's). Incoming Freshmen receive additional instruction in RAIN and GeorgiaView during UNIV 1000; UNIV 1000 instructors get training in the use of these systems during the Southwestern Week UNIV 1000 training workshop. In addition, OIIT staff conduct a variety of other faculty training sessions during Southwestern Week (Southwestern Week Schedules for 2009, 2010, 2011, 2012 and 2013; sessions highlighted).

In addition to face-to-face training, OIIT provides faculty and students with a variety of online resources designed to help them make use of those resources. On the OIIT Main Webpage is a link entitled Getting Started with Campus Technology, which links to links entitled Information for Faculty and Staff and Information for Students. The Information for Faculty and Staff page includes information on sign-up and training for Banner/RAIN, GeorgiaVIEW, and E-Mail as well as Faculty and Staff Development. The Information for Students page includes sign-up and initial login information for RAIN, Radiant Student E-Mail, GeorgiaVIEW, and CanesNet (GSW's wireless network).

Since both Faculty and Students are dependent on GeorgiaVIEW for both distance learning instruction and enhancement of face-to-face learning, there are online instructional resources for both types of users on the main GeorgiaVIEW page. Among the links to left on the GeorgiaVIEW Home Page are Faculty Resources and Student Orientation. The Faculty Resources page includes links to D2L Tutorials and to a set of FAQs entitled Getting Started with GaVIEW. The Faculty Resources page also includes links to Faculty Development and MS Office Tutorials as well as a link to USG Faculty Development Resources, including specific GeorgiaVIEW Resources. The Student Orientation page includes links to a page on Getting started with GeorgiaVIEW and to the Top Ten Tips for success in using GeorgiaVIEW.

During the 2012-13 Academic Year, GSW participated in the second round of the University System of Georgia's (USG) transition from the Blackboard Vista Learning Management System (LMS) to the D2L LMS, which involved a major training effort on the part of both the USG and of GSW. The training for this transition used the Training-the-Trainer model, which required several rounds of training of faculty, staff and students, some occurring at the USG level and some at the institutional level. OIIT staff and GSW faculty were trained by the USG and then provided training to other GSW faculty, all of whom provide training to the students using D2L in their classes.

D2L instruction for USG faculty was conducted by the USG Office of Faculty Development (see About USG Faculty Development) and focused on two areas: Train-the-Trainer instruction and Self-paced online instruction (see D2L Trainer Training 1). Each USG institution designated up to three trainers for its campus who then attended training at the USG Information Technology Services facility in Athens, GA (see D2L Train the Trainer Agenda). The USG also provided training for the Chief Information Officer (CIO) and LMS Administrator at each institution (see D2L Institutional Administrator Workshop Agenda and D2L IG2 Training Agenda).

Training at GSW was conducted primarily by four people who were trained by USG Faculty Development: W. Royce Hackett, GSW's CIO; Alla Yemelyanov, GSW's D2L Administrator; Shannon Perry, Distance Learning Coordinator for the School of Business, and Rebecca Mathews Gee, an Assistant Professor of Nursing. On campus D2L training began with a session conducted for all faculty and staff on September 18, 2012 (see D2L Training Sessions 2012-13) and continued through the implementation of the system at the beginning of Spring Term 2013 classes on January 4, 2013. Training sessions were also conducted for students who serve as tutors and lab assistants for the Academic Resource Center and the School of Computing and Mathematics (see D2L Training Sessions 2012-13). In addition to large group sessions, OIIT set up a training lab in Morgan Hall, where individualized consultations were conducted (see D2L Lab Consults 2012-13). Alla Yemelyanov continues to serve as first point of contact for all faculty and students for support and training with D2L, and Shannon Perry and Rebecca Mathews Gee serve additional support and training roles for the School of Business and the School of
Nursing respectively, which enroll the majority of distance learning students at GSW.

Other Technology Training

LiveText

The College of Arts and Sciences, primarily the Department of English and Modern Languages and the School of Education use LiveText for submission of student classwork that is graded or assessed using the software. LiveText provides GSW with an implementation coordinator who is available for both online and on campus instruction in the use of the software. For instance, Linda Perez, GSW's LiveText implementation coordinator, was on campus in August 2102 during Southwestern Week to conduct training for administrators and faculty (see Southwestern Week 2012 on the afternoon of August 7 and the morning of August 8). At that time, Ms. Perez also consulted with the School of Education. As with D2L, faculty members train their own students in the use of the software, and receive support and training from GSW's LiveText administrator (Bryan Davis, Director of Institutional Effectiveness and Planning).

Turnitin.com

Many faculty members at GSW use Turnitin.com for submission and originality verification of written work in their classes. While Turnitin.com provides training in the use of their system, GSW has used experienced faculty users to train other faculty since 2009 (see Southwestern Week 2009 on August 14, Southwestern Week 2010 on August 12, Southwestern Week 2011 on August 11, Southwestern Week 2012 on August 9, and Southwestern Week 2013 on August 15). As with D2L and LiveText, faculty members train their own students in the use of the software and receive support and training from experienced GSW users of the software.

GSWCM.net

GSW's Department of Computer Science maintains its own domain for the use of Computer Science Faculty and Students, which provides live and online laboratories for its classes. The faculty were trained in the use of the network by its designer, Simon Baev, Assistant Professor of Computer Science, and faculty train the students in their classes (see GSWCM.net Presentation).

Sources (In Order of Appearance)

| GSW Mission Statement |
| JEC Mission |
| OIIT Mission (Page 2) |
| UNIV1000 07-11 |
| UNIV 1000 Library Module |
| GSW Transfer Student Orientation |
| Library Assessment Form |
| UNIV1000 2009-2012 |
| SOUTHWESTERN WEEK 2009 |
| SOUTHWESTERN WEEK 2010 |
| SOUTHWESTERN WEEK 2011 |
| SOUTHWESTERN WEEK 2012 |
| Southwestern Week 2013 |
| ENGL 1102 Composition II Course Outline 2013 |
| ENGL 1102 SP13 Anderson (Page 4) |
| ENGL 1102 Dahlgren Spring 2013 (Page 6) |
| Letter to Faculty |
| HIST4000 Syllabus Fall 2012 (Page 2) |
| EDSP 4060 - Fall 2012 (Page 5) |
| NURS 2600 Concepts Syllabus Spring 13 (Page 6) |
| Customized Classes Chart |
| Customized Classes 2009-2012 |
| JEC Distance Learning Services |
| JEC Library Services (Page 4) |
| LIBR1101 Course Description |
| LIBR1101 Students |
| Information Literacy Assessment |
| LIBR1101 Syllabus Spring 12 |
| Reference Schedule |
| Reference Librarian |
| GSW STORM Day Schedule 2013 |
Sources

live and online laboratories for its classes. The faculty were trained in the use of the network by its designer, Simon Baev, Assistant GSW's Department of Computer Science maintains its own domain for the use of Computer Science Faculty and Students, which provides Turnitin.com provides GSW's LiveText administrator (Bryan Davis, Director of Institutional Effectiveness and Planning).

School of Education. As with D2L, faculty members train their own students in the use of the software, and receive support and training from implementation coordinator, was on campus in August 2102 during Southwestern Week to conduct training for administrators and faculty who is available for both online and on campus instruction in the use of the software. For instance, Linda Perez, GSW's Livetext and Shannon Perry and Rebecca Mathews Gee serve additional support and training roles for the School of Business and the School of

Consults 2012

addition to large group sessions, OIIT set up a training lab in Morgan Hall, where individualized consultations were conducted (see

September 18, 2012 (see

Alla Yemelyanov, GSW's D2L Administrator; Shannon Perry, Distance Learning Coordinator for the School of Business, and Rebecca

focused on two areas: Train

Librarian and Dean of the Library attend the UNIV 1000 instructor workshop to the library instruction component of the course outlines responses to the five questions used on the form. During Southwestern Week activities in August of each year, the Reference

Assessment of the UNIV1000 library instruction class session is conducted through the

Outline

Georgia Southwestern State University
3.8.3

Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff "with appropriate education or experiences in library and/or other learning/information resources "to accomplish the mission of the institution.

Judgment
☒ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) provides a sufficient number of qualified staff to cultivate "excellence in learning and teaching that encourages intellectual, personal, and social growth for students" (see GSW Mission Statement). Each staff position at GSW has a job description that includes both position responsibilities and minimum qualifications and that guides the hiring process and ensures that staff members have appropriate education and experience for their positions. Staff providing support to library and other learning resources are employed primarily in four units (James Earl Carter Library, the Office of Information and Instructional Technology, the Academic Resource Center, and the University Writing Center) each of which has its own unit mission and sufficient qualified staff to accomplish it. A brief description of these four units' missions and staffing is provided below as well as a table showing names, positions, and academic and professional experience for each library and other learning resource staff member. A CV/Resume and a job description for each staff member is linked to each name and title in the table.

James Earl Carter (JEC)

JEC has sufficient qualified staff to provide "convenient and effective access to quality library services and collections and information in a variety of formats" (see JEC Mission Statement). JEC has nine total staff members, four of which are tenure-track faculty, and the staff is organized into four departments (Library Organizational Chart). Access Services, Cataloging/Database Management, Collection Development and Reference/Government Documents all provide crucial contributions to JEC’s library and information services. The overall number and composition of JEC’s staffing currently meets GSW needs. The attached table of total library staff per FTE students at JEC compared to those of our peer institutions shows that JEC is eleventh of thirteen institutions. In an average year, JEC's professional staff is augmented by seven trained student workers who typically help at the circulation desk.

The Office of Information and Instructional Technology (OIIT)

OIIT has sufficient qualified staff to provide the professional expertise that enables GSW's use of information and instructional technology to cultivate excellence in learning and teaching (see OIIT Mission Statement). OIIT has twelve staff members including the director and chief information officer, three administrators, five coordinators, and three support technicians. OIIT has a System Administrator, a Network Administrator who is assisted by a network support technician, and a Banner Database Administrator. OIIT also has a Help Desk Coordinator, a Distance Learning Coordinator, an Information Technology Coordinator who is assisted by a desktop support technician, a Lab Support Coordinator who is assisted by a lab support technician, and an Instructional Technology Coordinator (see OIIT Organizational Chart). In an average year, OIIT's professional staff is augmented by five student workers usually drawn from among Computer Science degree candidates who typically assist the support technicians.

The Academic Resource Center (ARC)

ARC has sufficient qualified staff to assist "students with evaluating their academic performance and choosing the appropriate services to master course materials" (see ARC Mission Statement). ARC’s staff consists of the Director who is also the First-Year Advocate, the General Education Advisor and the Tutoring Coordinator (see ARC Organizational Chart). In an average year, ARC’s professional staff is augmented by forty trained tutors and other student workers who provide tutoring and supplemental instruction to other GSW students.

Other Learning Resource Staff

The Coordinator of Learning Support implements University System of Georgia (USG) learning support policy (see Board of Regents Learning Support Policy and USG Learning Support Procedures) and coordinates with the department chairs and faculty of English and Modern Languages and Mathematics to administer the program at GSW. The Coordinator also teaches learning support classes.

The Director of the Writing Center trains and supervises student writing consultants who "assist students in strategies for all facets of the writing process and in every discipline" (see Writing Center Mission Statement). In a typical year, eight student consultants allow the Writing Center to be open 35 hours a week for face-to-face consulting and to provide 20 hours a week of online consulting. The Director also teaches the Issues in Tutoring Writing course, which is strongly recommended to all consultants and conducts weekly required training for consultants as well as faculty training in writing instruction and other learning/teaching issues. This position is an add-on to Dr. Dipaula's Assistant Professor of English appointment for which she receives course release.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FT/PT</th>
<th>Academic Qualifications</th>
<th>Professional Experience</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Position</td>
<td>FT/PT</td>
<td>Education/Experience</td>
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</tr>
<tr>
<td>Kay M. Bell</td>
<td>Senior Administrative Assistant</td>
<td>FT</td>
<td>Bachelor of Arts, English</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Two Years of Bachelor of Business Administration (no degree)</td>
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<td></td>
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<td></td>
<td>Computer Skills Course</td>
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<td></td>
<td></td>
<td>Administrative Assistant GSW Admissions 1999</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Technical Services Coordinator Miller Brewing Company 1980-93</td>
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</tr>
<tr>
<td>Lee Ann Dalzell</td>
<td>Cataloguer and Database Manager</td>
<td>FT</td>
<td>Master of Science, Library Science</td>
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<td></td>
<td></td>
<td></td>
<td>Bachelor of Arts, Library Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cataloguer, Database Manager, and Library Instructor, GSW 1979</td>
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</tr>
<tr>
<td>Gretchen Smith</td>
<td>Collection Development Librarian</td>
<td>FT</td>
<td>Master of Science, Information Technology</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Master of Library and Information Studies</td>
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<td></td>
<td></td>
<td></td>
<td>Bachelor of Arts, History</td>
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<td></td>
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<td></td>
<td>Public Services Librarian, University of Mobile 2004-06</td>
<td></td>
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<tr>
<td>Valarie Anthony</td>
<td>Access Services Supervisor</td>
<td>FT</td>
<td>Master of Library and Information Science</td>
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<td></td>
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<td></td>
<td>Master of Education, Instructional Technology</td>
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<td></td>
<td></td>
<td></td>
<td>Technology Specialist, Sumter County Schools 2006-07</td>
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<tr>
<td>Amanda Goodsett</td>
<td>Reference Librarian/Government Information Coordinator</td>
<td>FT</td>
<td>Master of Science, Library Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Arts, Music and English</td>
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<td></td>
<td></td>
<td></td>
<td>Library Intern, Interlochen Center for the Arts, 2012-13</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Library Assistant, Writing Assistant, and Academic Resource Coordinator University of Wisconsin, Stevens Point 2009-11</td>
<td></td>
</tr>
<tr>
<td>John Wilson</td>
<td>Interlibrary Loan Assistant</td>
<td>FT</td>
<td>Master of Science, Library Science (in progress)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Arts, English</td>
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<td></td>
<td>Managing Editor, Cordele (Georgia) Dispatch 2004-07</td>
<td></td>
</tr>
<tr>
<td>Amy Wise</td>
<td>Collection Development Assistant</td>
<td>FT</td>
<td>Bachelor of Science, Business Administration</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Member Representative, DOCO Credit Union 1996-98</td>
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<td></td>
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<td></td>
<td>Personal Service Officer, AGE Credit Union 1981-96</td>
<td></td>
</tr>
<tr>
<td>Tishana Andrews</td>
<td>Reference/Government Documents Assistant</td>
<td>FT</td>
<td>Bachelor of Arts, History</td>
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</tbody>
</table>

**OIIT Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Education/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Royce Hackett</td>
<td>Director of OIIT, Chief Information Officer</td>
<td>FT</td>
<td>Master of Science, Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science, Computer Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Co-Director OIIT GSW 2004-07</td>
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<td></td>
<td></td>
<td></td>
<td>Manager, Instructional Technology GSW 2002-04</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Consulting Broadcast Engineer, Simmons Broadcasting 1990-97</td>
</tr>
<tr>
<td>Beverly Carroll</td>
<td>Banner Database Administrator</td>
<td>FT</td>
<td>Master of Business Administration</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science in Computer Information Systems</td>
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<td>Admissions and Technology Specialist GSW 2008-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Help Desk Manager and Team Leader, Zavata Inc. 2004-07</td>
</tr>
<tr>
<td>Charles Dean Crumbley</td>
<td>Network and Server Administrator</td>
<td>FT</td>
<td>Associate of Science in Electronic Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Associate of Science in Electromechanical Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Technician GSW 1998-2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-Employed Computer Repair 1998</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Technician EISA Inc. 1997-98</td>
</tr>
<tr>
<td>Tim Faircloth</td>
<td>System Administrator</td>
<td>FT</td>
<td>Bachelor of Science in Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Web Developer, FUZE Technologies 2007-08</td>
</tr>
<tr>
<td>Jarrett Hartsfield</td>
<td>Computer Lab Coordinator</td>
<td>FT</td>
<td>Associate of Applied Science in HVAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Two Years Bachelor of Science in Computer Science (no degree)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Lab Technician GSW 2002-03</td>
</tr>
<tr>
<td>Matt Loper</td>
<td>Information Technology Coordinator</td>
<td>FT</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science in Computer Information Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>System Administrator GSW 2005-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assistant Technician GSW 2003-05</td>
</tr>
<tr>
<td>Beth Morris</td>
<td>IT and Telecommunications Helpdesk Coordinator</td>
<td>FT</td>
<td>Associate of Science in Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Senior Administrative Assistant, GSW 1993-2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Secretary, Sumter County Farm Bureau 1991-93</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Claims Secretary, Southern Trust Insurance 1989-91</td>
</tr>
<tr>
<td>Robert Slenker</td>
<td>Instructional Technology Coordinator</td>
<td>FT</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Applied Science, Technology Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Media Supervisor GSW 2003-07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Video Production Specialist GSW 1998-2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assistant Producer, Concept Media 1996-97</td>
</tr>
<tr>
<td>Alla Yemelyanov</td>
<td>GeorgiaVIEW Administrator/Distance</td>
<td>FT</td>
<td>PhD Management Information Systems</td>
</tr>
<tr>
<td></td>
<td>Learning Coordinator</td>
<td></td>
<td>Master of Science, Computer Information Systems</td>
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<td></td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Account Administrator, Zavata Inc. 2005-07</td>
</tr>
<tr>
<td></td>
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<td>Operation Analyst, Sun Trust Bank 2000-01</td>
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<td>D2L Training: GeorgiaVIEW Desire2Learn Administrator Training, May 23-24, 2012</td>
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<td>Macon State College, Macon, GA</td>
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<td>Desire2Learn I2G2/Collaborative Administrator Training, June 27-29, 2012, Athens, ITS</td>
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<td>D2L Train-the-Trainer workshop, ITS, Athens, GA, July 9-11, 2012</td>
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<td>GaVIEW Administrator D2L workshop, October 23-24, 2012, Rock Eagle Teaching with D2L</td>
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<td>Wednesday's Faculty Development Lunch-and-learn Online Webinars, September-November, 2012</td>
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<td>Georgia Desire2Learn Regional User Forum with D2L Workshop, February 20-21, 2013, Valdosta</td>
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<td>Georgia Desire2Learn Regional User Forum with D2L Workshop, February 20-21, 2013, Valdosta</td>
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<tr>
<td>Anthony Lasiter</td>
<td>Computer Lab Support Technician</td>
<td>FT</td>
<td>Bachelor of Science in Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Lab Assistant GSW School of Education 2007-09</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Computer Technician GSW OIIT 2009-10</td>
</tr>
<tr>
<td>Eric Morgan</td>
<td>Network Technician</td>
<td>FT</td>
<td>Bachelor of Science in Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Computer Lab Assistant GSW School of Education 2007-09</td>
</tr>
<tr>
<td>Ted Norris</td>
<td>Desktop Technician</td>
<td>FT</td>
<td>Master of Business Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Business Administration Information Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Customer Service Tape Specialist of Georgia 2005-07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009-11</td>
</tr>
</tbody>
</table>

**ARC Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FT/PT</th>
<th>Education/Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Randall</td>
<td>Director of the Academic Resource Center</td>
<td>FT</td>
<td>Master of Education, Counseling Psychology and Diversity Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accommodations Specialist, Springfield (MA) Technical Community College 2008-10</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Interim Senior Counselor, Springfield (MA) Technical Community College 2007</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>FT/PT</td>
<td>Education and Experience</td>
</tr>
<tr>
<td>--------------------</td>
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<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Talisha Lawson</td>
<td>General Education Advisor</td>
<td>FT</td>
<td>Master of Education, Higher Education and Student Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Science, Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic/Disability Coordinator, GSW 2011-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Program and Education Director, Boys and Girls Clubs of Crisp County, GA 2010-11</td>
</tr>
<tr>
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<td></td>
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<td>Residence Hall Director, University of South Carolina 2008-10</td>
</tr>
<tr>
<td>Rita Wade</td>
<td>Tutoring Coordinator</td>
<td>FT</td>
<td>Master of Arts, Administration and Supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition Specialist, Albany Technical College 2010-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coordinator of Student Support Services, Abraham Baldwin Agricultural College 1995-2010</td>
</tr>
<tr>
<td><strong>Other Learning Resource Staff</strong></td>
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<td></td>
</tr>
<tr>
<td>Lydia Rogers</td>
<td>Coordinator of Learning Support</td>
<td>FT</td>
<td>Master of Education, English</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Bachelor of Arts, English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher, Lee County High School 2006-08</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher, Americus-Sumter County High School 2005-06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teacher, Carrollton High School 2000-05</td>
</tr>
<tr>
<td>Lauren DiPaula</td>
<td>Director of the Writing Center</td>
<td>PT</td>
<td>PhD Composition Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Master of Science, Professional Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bachelor of Arts, English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assistant Professor GSW 2010-10</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>College Instructor, Towson University 2006-10</td>
</tr>
</tbody>
</table>

**Sources (In Order of Appearance)**

- GSW Mission Statement
- JEC Mission Statement
- Library Org Chart Summer13
- Staffing Peer Comparison
- OIIT Mission
- Org chart IIT
- Academic Resource Center
- ARC Org Chart
- BoR Learning Support Policy
- USG Handbook Learning Support Policy
- Writing Center
- ENGL2210_TutoringWriting
- Story-Huffman Mary CV 2013
- Dean of the Library Description
- Bell CV 2013
- Senior Administrative Assistant
- Dalzell CV 2013
- Cataloging and Bibliographic Database Manager Librarian
- Gretchen Smith CV 2013
- Collection Development Librarian
- Anthony CV 2013
- Access Services Supervisor
- Goodsett CV 2013
- Reference Librarian
- Wilson J CV 2013
- Interlibrary Loan Assistant
- Wise CV 2013
- Collection Development Assistant
- Andrews CV 2013
- Reference Asst
- Hackett Royce CV 2013
- Hackett Royce Dir IIT Job Description
- Carroll CV 2013
- Banner Database Administrator Job Description
- Crumbley CV 2013
- Network Administrator Job Description
- Faircloth CV 2013
- System Administrator Job Description
- Hartsfield CV 2013
- Lab Manager Job Description
3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University's (GSW) Student Handbook, *The GSWweathervane*, includes a discrete section on "Student Rights and Responsibilities" on pages 28 to 41 (see *The GSWweathervane Student Handbook 2013-14*). Subsections under "Student Rights and Responsibilities" include Student Bill of Rights, Academic Rights and Responsibilities of Students, Student Expression of Opinion, Posting of Information, Financial Responsibility of Students, Student Media, and Responsibilities of Student Editors, Directors, and Contributors to Student Media. The policy for Revision to Rights and Responsibilities and the Conduct Code is also found in *The GSWweathervane*. *The GSWweathervane* is available on the GSW website.

Sources (In Order of Appearance)

- *The GSWweathervane 2013-14* (Page 28)
- *The GSWweathervane 2013-14* (Page 29)
- *The GSWweathervane 2013-14* (Page 32)
- *The GSWweathervane 2013-14* (Page 38)
- *The GSWweathervane 2013-14* (Page 39)
- *The GSWweathervane 2013-14* (Page 41)
- *The GSWweathervane 2013-14* (Page 124)
- GSW Weathervane Student Handbook
3.9.2

Student Affairs and Services: Student records
The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

Compliance  ☒  Partial Compliance  ☐  Non-Compliance  ☐  Not Applicable

Narrative
Georgia Southwestern State University (GSW) protects the security, confidentiality, and integrity of student records by employing strict measures to protect and back up data. The Office of the Registrar is the official custodian of student academic records, but individual instructors and academic advisors as well as academic unit administrators also have custody of some student academic records. GSW also contracts with some outside providers who store student academic records for various purposes described below. Other types of records, including disciplinary, employment, financial, and health records are held by units, such as the Student Conduct Office, the Office of Human Resources, the Student Accounts Office, the Office of Financial Aid, and the Student Health Center.

The University System of Georgia (USG) articulates the core principles for the privacy and security student records in the USG Business Procedures Manual Section 12.5, which states that all institutions are both morally and legally obligated to protect the integrity of the data they create and maintain. Legally, USG institutions, like all institutions of higher education that accept Federal Funds, are bound by both the Federal Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), where applicable (see also USG Legal Affairs on Health Records Management).

Given that the majority of student records are held in electronic database systems, GSW's policies regarding student records must also conform to Georgia Board of Regents (BoR) Policy 11.3 on Information Technology Security, which states that the that "information created, collected, or distributed using technology . . . by all USG Institutions . . . is a valuable asset and must be protected from unauthorized disclosure, modification, or destruction." Each institution must have an individualized information security plan, which is necessarily confidential and shared only with the USG Office of Information Security. GSW's plan includes the use of SSL encryption, redundant servers, sophisticated firewalls, and privacy and security audits. All institutions are also responsible for user awareness of and training in information security. As required, GSW has a designated Information Security Officer, W. Royce Hackett, Director of the Office of Information and Instructional Technology (OIIIT). To guide the implementation of information technology procedures, the USG maintains an online Information Technology Handbook (see link below). Two section of the handbook in particular apply to information and record security, Section 3.1 on User Account Management and Section 5 on Security. Specifically, GSW follows the principles of Password Security in Section 5.8 of the Information Technology Handbook, including user access that applies "the principles of least privilege and resource categorization as necessary tools to achieve the desired purpose."

GSW's General Record Management Policy stipulates that each academic and administrative unit must:

- Restrict access to confidential records and information to those who need access to such records for the appropriate performance of job responsibilities;
- Educate staff within the administrative unit in understanding sound confidential record management;
- Coordinate the destruction of inactive confidential records, both paper and electronic, upon passage of applicable retention period;
- Maintain permanent records in the secure location.

Furthermore, according to this policy, GSW follows the record retention guidelines in the USG Records Retention Manual, which covers student records under series K pages 103-127 (see also Series B Academic Affairs, Series G Human Resources, Series M Financial). GSW also has a Student Academic Records Retention Policy for faculty that guides instructors, advisors, and academic administrators in the proper handling of both hard copy and electronic student records. This policy suggests that paper records should be stored in filing cabinets that are in locked rooms, preferably with the cabinets themselves locked. This policy suggests that electronic records should only be stored in repositories that are password-protected, such as password-protected faculty computers, networked storage from GSW, learning management systems, or online educational services that have password protection. In addition, GSW's Computer and Network Users Policy articulates GSW's responsibilities for maintaining security of its networks and the records housed on its servers and of the units that use them (see GSW Computer Users Policy Section 6). See also the explanation of FERPA compliance on GSW Registrar's website, in the Graduate and Undergraduate Bulletins, in the GSW Faculty Handbook, and in the GSWathervane Student Handbook.

Individual instructors may maintain hard copy files of examinations, tests, term papers, homework, lab reports, worksheets, and other types of written work, but these records are only retained for one term after completion of a course for uncontested grade results, or until resolution for contested grade results. Academic advisors may maintain individual files on their advisees, and these records may be retained as long as five years after an individual student leaves GSW. Administrative offices for academic and academic support units keep records on individual students who are in their programs, but these records are subject to the same retention guidelines as those maintained by instructors and advisors (see for instance, GSW Disability Services Student Handbook). As noted above, all hard copy records are kept in file cabinets in locked rooms. Similarly, any electronic student records maintained by instructors, advisors, or administrators are stored on password protected computers located in locked rooms and are retained for the same length of time as hard copy records of the same type.

GSW uses Banner as its Student Information System (SIS), Desire 2 Learn as its Learning Management System (LMS), and PeopleSoft for human resources and financial management. In Fall 2013, GSW will also implement the Degree Works system for advising purposes. All of these systems are supported by GSW's Office of Information and Instructional Technology with backup support provided by USG technology.
Restrict access to confidential records and information to those who need access to such records for the appropriate performance of their job duties. Access to the Banner database is protected by a user authentication process. GSW's Banner administrator and the Registrar have administrative access to the Banner DB. GSW automatically backs up all major servers, including the central file share and Banner systems using Newbackup. Full backups occur during the weekend, and differential backups are taken each evening. In addition, backups of the Banner database are performed every two hours throughout the work day. Backup images are initially stored on disk and spooled to tape during the day. All backup data is retained for two weeks. Backup images are pulled from the Netbackup server with Barracuda Backup Services, which encrypts the images and copies the encrypted data to two secure locations maintained by Barracuda Networks. Off-site backup data is retained for one week. Student admission application data is also stored in the Banner SIS. Documentation of the records required to support an application for admission is scanned into the Xtender imaging software. Both Banner and Xtender databases are backed up fully each night with incremental back-ups every two hours during operating hours. Access to admission records is granted only at a level commensurate with a staff member's duties and responsibilities.

GSW's Office of the Registrar uses Transcripts on Demand by Scrip-Safe to provide its transcripts. Scrip-Safe has typical privacy and security standards (see Scrip-Safe Privacy Policy).

The D2L LMS is hosted by the USG's Information Technology Services rather than on GSW's campus. The Service Level Agreement specifies that "applying the principle of least privilege, no individual will have administrative access to the hosted D2L system without a requirement for that access to perform their job duties." At GSW, the only personnel with administrative access to the system are the Distance Learning Coordinator and Chief Information Officer. Faculty only have access to the records in courses they teach, and students only to their own records in courses they are taking. Transaction Logs for all D2L servers are backed up every two hours and are retained for seven days. Database backups are created nightly also retained for seven days. Both backup systems use multiple redundancy.

Some faculty use Turnitin.com for submission, originality verification and grading of student work. Turnitin.com privacy and security practices are certified by TRUSTe for compliance with European Union Safe Harbor standards.

PeopleSoft, which houses most of GSW's financial and personnel records including student records, resides on servers maintained by USG and is backed up every night. The database backups go to EMC Data Domain Deduplication Storage Systems and the OS backups go to our EMC Avamar service, an offsite data center. These backup systems do not use replication and are retained for one week. The only personnel with access to this system are administrators in the Office of Business and Finance including the Comptroller and the Director of Student Accounts.

The Student Conduct Office

The Student Conduct Office retains both hard copy and electronic records of Code of Conduct violations by individual students and of conduct hearings. Paper records are stored in a locked filing cabinet within the Office of the Assistant Dean of Students, and electronic records are stored on a password protected computer in that same office.

The Human Resources Office

GSW's Human Resources Office keeps employment records for all student employees in both hard copy and on the ADP Payroll System. Paper records are stored in locked filing cabinets within the Human Resources Office. The individual units that employ students also keep records of their student employees, also in locked file cabinets if the records are in hard copy form. Access to and back up of ADP records are as discussed on the company's website (see ADP Security).

The Office of Student Accounts

GSW's Office of Student accounts keeps student financial records in both hard copy and PeopleSoft. Paper records are stored in locked filing cabinets within the Human Resources Office.

The Office of Financial Aid

Student financial aid application data is stored in the Banner SIS. Documentation received to support an application for financial aid is scanned into the Xtender imaging software. Both Banner and Xtender databases are maintained and are backed up fully each night with incremental back-ups every two hours during operating hours. Access to student records is granted only at a level commensurate with a staff member's duties and responsibilities. The Office of Financial Aid stores its hard copy records in locked filing cabinets.

The Student Health Center

The student health records maintained by the Student Health Center are subject to HIPAA rules (see GSW Health Center Privacy Policy). Hard copy records are stored in locked filing cabinets and electronic records on password protected computers.

Sources (In Order of Appearance)

USG Business Procedures Manual Privacy and Security
The student health records maintained by the Student Health Center are subject to HIPAA rules (see GSW's Office of Student accounts keeps student financial records in both hard copy and PeopleSoft. Paper records are stored in locked filing cabinets within the Human Resources Office. The Office of Financial Aid conducts hearings. Paper records are stored in a locked filing cabinet within the Office of the Assistant Dean of Students, and electronic personnel with access to this system are administrators in the Office of Business and Finance including the Comptroller and the Director of EMC Avamar service, an offsite data center. These backup systems do not use replication and are retained for one week. The only security standards (see GSW's plan includes the use of SSL encryption, redundant

Given that the majority of student records are held in electronic database systems, GSW's policies regarding student records must also conform to Georgia Board of Regents (BoR) regulations and the Federal Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), as stipulated by the National Student Clearinghouse andother organizations. These records are protected by FERPA, which states that “information created, protected faculty computers, networked storage from

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up these systems. This is supported by USG records retention manual and policy packages. GSW's Office of Information and Instructional Technology with backup support provided by USG technology teams. GSWS's Banner as its Student Information System (SIS), Desire 2 Learn as its Learning Management System (LMS), and PeopleSoft for student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records. The institution also uses the USG's Office of Financial Aid website to support student financial records.
### 3.9.3

**Student Affairs and Services: Qualified staff**

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

#### Judgment

- [ ] Compliance  
- [ ] Partial Compliance  
- [ ] Non-Compliance  
- [ ] Not Applicable

#### Narrative

Georgia Southwestern State University’s (GSW) Division of Student Affairs consists of 20 professional and administrative staff members who strive to create a campus environment that encourages students to develop autonomy, appreciation of cultural differences, and interpersonal skills. The staff aims to have a positive impact on students through intentional and meaningful programs, services, and interactions. Under the supervision of the Vice President of Student Affairs, the Division includes the Office of the Assistant Dean of Student Affairs (also Student Conduct Office), Campus Life, Residence Life, Campus Recreation, Career Services, Counseling Services, Financial Aid, and Health Services.

The following chart demonstrates the qualifications and experience of the staff within the division. Fourteen of the 20 staff members hold advanced degrees and all have degrees that match the requirements of their positions. Each staff member also has the appropriate amount of experience in related positions prior to her or his employment.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Educational Qualifications</th>
<th>Professional experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Samuel Miller</td>
<td>Vice President of Student Affairs</td>
<td>Leadership and management for the Division of Student Affairs</td>
<td>Ph.D. in Counseling Education with an emphasis in Student Development, Mississippi State University (1993)</td>
<td>Current position since 2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct Supervision of Department Heads in the areas of Asst. Dean of Students’ Office, Intramural and Recreational Sports; Career Services, Counseling Services, Health Services, and Financial Aid</td>
<td>M.Ed. in Counseling Education with an emphasis in Student Development, Mississippi State University (1990)</td>
<td>Assistant Vice-President of Student Affairs, Mississippi State University (1995-2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accountability for the areas of Residence Life, Campus Life, Orientation, Student Conduct, Student Handbook, Greek Life, Student Organizations, Alcohol, Tobacco, and Other Drugs programming, and campus community and public service efforts</td>
<td>M.A. in Clinical Psychology, University of North Carolina at Greensboro (1977)</td>
<td>Assistant Director of Student Affairs-Judicial Affairs, Penn State University (1993-1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. A. in Psychology, University of North Carolina at(1975)</td>
<td>Assistant to the Director of Student Affairs-Residence Life, Penn State University (1992-1993)</td>
</tr>
</tbody>
</table>

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**Georgia Southwestern State University**

Page 1 / 9
| Dr. Darcy Schraunagel Bragg | Assistant Dean of Students | Student Conduct Office | Ph.D. in Educational Policy Studies with an emphasis in Higher Education Administration, Georgia State University (2009) | Current position since 2004  
Director of Residence Life, Georgia Southwestern State University (1999-2004) |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Supervision of Director of Residence Life and Director of Campus Life</td>
<td>M.Ed. in College Counseling and Student Personnel, University of Southern Mississippi (1996)</td>
<td>Assistant Director of Residence Life, Georgia Southwestern State University (1996-1999)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents Association</td>
<td>B.A in English with Teacher Certification, University of Southern Mississippi (1994)</td>
<td>Residence Life Manager, University of New Orleans (1996)</td>
</tr>
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<td></td>
<td></td>
<td>Alcohol, Tobacco, and Other Drugs Task Force</td>
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<td></td>
<td></td>
<td>Publication of Student Handbook</td>
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<td></td>
<td></td>
<td>Assessment for Student Affairs</td>
<td></td>
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</tr>
</tbody>
</table>
|                           |                           | Campus Activities Board | M.B.A in Management, Georgia Southwestern State University (2002) | Current position since 2005  
Associate Dean of Student Activities and Residence Hall Director at Andrew College (2003-2005) |
|                           |                           | Greek Life              |                                                                                                   |                                                                     |
|                           |                           | Student Organizations   |                                                                                                   |                                                                     |
|                           |                           | Reservations for all Student Affairs facilities |                                                                                                   |                                                                     |
|                           |                           | Student programming     |                                                                                                   |                                                                     |
|                           |                           | Student Leadership      |                                                                                                   |                                                                     |
|                           |                           | Volunteer Services      |                                                                                                   |                                                                     |
| Tiffany Gregory           | Director of Residence Life| Supervision and planning for all Residence Life operations, budgets, reports, facilities, and staffing | M.B.A., Georgia Southwestern State University (2008) | Current position since 2010  
Residence Life Coordinator, Georgia Southwestern State University (2006-2010) |
<p>|                           |                           | Managing Residence Life | B.B.A in Marketing, Georgia | Hall Director, Georgia Southwestern State |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
</table>
| Jason Wicker         | Residence Life Coordinator                    | Coordinator of Residential First Year Experience  
Day-to-day operations of 400+ bed residence hall  
Supervision of Resident Assistants  
Planning and implementation of Resident Assistant Training | Master of Divinity, Beeson Divinity School  
Bachelor of Business Administration, GSW 2001 | Began current position in 2013  
Assistant Director of Residence Life, Shorter College 2011-12  
Community Builder, Office of Residence Life, Samford University 2007-11 |
| Angie Hobbs          | Director of Intramurals and Campus Recreation Sports | Supervision and planning for intramural program and budget  
Facility management  
Program marketing, promotion, evaluation, and assessment  
Challenge Ropes Course  
Supervisor of Assistant Director of Health and Wellness | M. S. in Physical Education, Recreation Studies from Ohio University  
B.S. in Recreation, Georgia Southern University  | Current position since 2005  
Executive Director of Big Brothers, Big Sisters of Lubbock 2002-2004  
Indoor Recreation Supervisor of Parks and Recreation for the City of Lubbock Texas  
Football Event Manager at Texas Tech University 1999-2004 |
| Anna Champion        | Assistant Director of Fitness and Wellness     | Administration of group exercise program  
Supervise Fitness Center operations and staff | Masters in Exercise Science in Kinesiology, Georgia Southern University  
Masters of Accounting, Georgia Southern University  
BBA in Accounting, Georgia | Current position since 2010  
Exercise Physiologist/Personal Trainer/Group Exercise Instructor at Anytime Fitness in Waycross, Georgia 2009-2010  
Intern at Energy Fitness in Waycross, Georgia 2008  
Graduate Assistant for Campus Recreation and Intramurals at Georgia Southern University 2006-2007 |
| **Sandra Fowler** | **Director of Career Services** | Programming for students' vocational needs and job searching skills  
Resume preparation and job-search counseling  
Career fairs  
Career and personal assessment counseling  
Liaison with external campus community related to student employment | Southern University (2004)  
Master of Arts in Student Personnel Work in Higher Education, University of Alabama (1993)  
B.S. in Psychology, Judson College (1982) | Vice President of Student Affairs and Dean of Students, Judson College (2006-13)  
Dean of Student Development, Judson College (2001-06) |
| **Debbie Hobgood** | **Student Employment Coordinator** | Coordinator of the Job Location and Development program  
Work with employers to develop student job opportunities and refer students for jobs | B. S. in Early Childhood Education, Georgia Southwestern State University (1994) | Current position since 2008  
Owner/Operator/Administrative Officer, Hobgood Farms (2005-2008)  
GED/Adult Education Instructor/Work Force Coordinator, South Georgia Technical College (1998-2005)  
Second Grade Teacher at King’s Academy (1995-1998) |
| **Alma Keita** | **Director of Counseling Services** | Supervision, planning, and execution of daily operations for the counseling center  
Personal and academic counseling services to students  
Programming for students about personal wellness | Licensed Professional Counselor (2001)  
National Board Certified Counselor (1996)  
Currently ABD in Ph.D. program in Professional Counseling, Capella University  
Ed.S. in College | Current position since 1994  
Counselor and Program Coordinator for African American Students, Georgia Southwestern State University (1992-94)  
Counselor/Coordinator for Sexual Harassment Program at Tuskegee Job Corps Center (1986-1991) |
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Duties</th>
<th>Education</th>
<th>Experience/Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pamela Leverett</td>
<td>Administrative Assistant to Vice President of Student Affairs</td>
<td>Oversight of daily office operations</td>
<td>B.S. in Business Education, Fort Valley State University (1983)</td>
<td>Current position since 1995 Administrative Assistant to the Dean of Students, Georgia Southwestern State University (1993-1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clerical support for Vice President</td>
<td>M.S. in Human Services, Capella University (2011)</td>
<td>Administrative Secretary for Residence Life, Georgia Southwestern State University (1985-1993)</td>
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<tr>
<td></td>
<td></td>
<td>Maintenance of Vice President’s calendar</td>
<td>B.S. in Psychology, Georgia Southwestern State University (2002)</td>
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</tr>
<tr>
<td>Kina Davis</td>
<td>Administrative Assistant for the Division of Student Affairs</td>
<td>Supervision of student office assistants</td>
<td>Currently enrolled in Ph.D. program in Public Policy and Administration, Walden State University</td>
<td>Current position since 2002 Reservistion for Student Affairs, Georgia Southwestern State University (2001-2002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Production of reports</td>
<td>M.A. in Psychology, Georgia Southwestern State University (2002)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Maintenance of office schedules</td>
<td>B.A in English, Georgia College (2003)</td>
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<tr>
<td></td>
<td></td>
<td>Insurance that the institution is compliant according federal and state guidelines</td>
<td></td>
<td>Director of Financial Aid at Baton Rouge Community College (2003-2005)</td>
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<td></td>
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<td></td>
<td>Associate Director of Financial Aid at Georgia Perimeter College (1999-2003)</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Education/Experience</td>
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<tr>
<td>Sandra Johnson</td>
<td>Assistant Director of Financial Aid</td>
<td>B.S. in Office Administration, Georgia Southwestern College (1983)</td>
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<td></td>
<td></td>
<td>Current position since 2001 Financial Aid Counselor, Georgia Southwestern State University (1994-2001)</td>
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<td></td>
<td>Secretaty at Odum Sales in Americus, GA (1983-1984)</td>
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<td></td>
<td></td>
<td>Senior Administrative Assistant Financial Aid, Georgia Southwestern State University (2001-2013)</td>
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<td></td>
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<td>Administrative Support, Americus High School (1999-2001)</td>
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<tr>
<td>Vacant</td>
<td>Administrative Assistant for Financial Aid</td>
<td>Administrative duties for Financial Aid office and staff member</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Supervision of students in Federal Work Study program</td>
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<tr>
<td></td>
<td></td>
<td>Receptionist for Financial Aid Office</td>
<td></td>
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<tr>
<td>Annie Statham</td>
<td>Director of Health Services</td>
<td>Management of day-to-day operations of Health Services</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>State of Georgia Registered Nurse and Nurse Practitioner license, RN111226</td>
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<tr>
<td></td>
<td></td>
<td>Certified as a Family Nurse Practitioner through the America Nurses Credentialing Center</td>
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<tr>
<td></td>
<td></td>
<td>M.S in Nursing,</td>
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<td></td>
<td></td>
<td>Current position since 2007 RN at Georgia Southwestern State University (2003-2007)</td>
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<td></td>
<td></td>
<td>RN at Flint River Community Hospital in Montezuma, GA (2000-2003)</td>
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<td>RN in the Office of Dr. Joseph King in Americus, GA (1997-2000)</td>
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<td></td>
<td>RN at Sumter Regional Hospital in Americus, GA (1993-1997)</td>
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<tr>
<td>Name</td>
<td>Position</td>
<td>Education and Experience</td>
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<tr>
<td>Mary Anne Shepherd</td>
<td>Nurse Practitioner</td>
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<tr>
<td></td>
<td></td>
<td>B.S. in Nursing, Georgia Southwestern State University (2004)</td>
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<td></td>
<td></td>
<td>A. S. in Nursing, Georgia Southwestern College (1989)</td>
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<td></td>
<td></td>
<td>Master of Public Health, Mercer University (2008)</td>
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<td></td>
<td></td>
<td>B.S. in Nursing, Georgia Southwestern State University (2003)</td>
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<tr>
<td></td>
<td></td>
<td>Family Nurse Practitioner Certificate, University of North Carolina (1979)</td>
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<td></td>
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<td>Current position since 2010</td>
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<td></td>
<td></td>
<td>Family Nurse Practitioner at After Hours Care in Americus, Georgia (2009-2010)</td>
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<td></td>
<td>Family Nurse Practitioner/Director at Ellaville Primary Medicine Center (1994-2009)</td>
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<td></td>
<td>Family Nurse Practitioner at Schley County Health Department (1987-1994)</td>
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<tr>
<td>Sharon Anderson</td>
<td>Nurse</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A.S. in Nursing, Georgia Southwestern College (1970)</td>
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<tr>
<td></td>
<td></td>
<td>RN Staff Nurse, Insurance Clerk, and Office Manager for Dr. William Anderson Pediatrician Office (1976-1999)</td>
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<tr>
<td></td>
<td></td>
<td>Head Nurse for Newborn Intensive Care at Providence Hospital in Anchorage, Alaska (1975-1976)</td>
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<tr>
<td></td>
<td></td>
<td>Head Nurse for Newborn Nursery at Americus and Sumter County Hospital (1970-1975)</td>
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<tr>
<td></td>
<td></td>
<td>Current position since 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlite Alford</td>
<td>Administrative Assistant for Health Services</td>
<td>Administrative, clerical, and receptionist work for Health Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Currently enrolled in B.S. program for Early Childhood Education at Georgia</td>
<td></td>
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<td></td>
<td></td>
<td>Current position since 2011</td>
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<tr>
<td></td>
<td></td>
<td>Administrative Assistant to the Dean of the School of Nursing, Georgia Southwestern State</td>
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</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Institution</td>
<td>Title</td>
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<tr>
<td>Mary Anne Bragg</td>
<td>B.S. in Criminal Justice</td>
<td>University of West Georgia (1991)</td>
<td>Executive Assistant to the Chief of Police, Americus Police Department (1994-2004)</td>
<td></td>
</tr>
</tbody>
</table>

The Division of Student Affairs Organizational Chart illustrates how the leadership of the department is delegated. The Assistant Dean of Students and five department heads (Campus Recreation, Career Services, Counseling Services, Financial Aid, and Health Services) report directly to the Vice President. Two of the departments (Campus Life and Residence Life) report to the Assistant Dean of Students. Two departments (Campus Recreation and Financial Aid) have Assistant Directors.

Professional development is strongly encouraged for all departments in Student Affairs. All professional staff members belong to state, regional, and/or national professional organizations within their areas and attend conferences, training sessions, and webinars within the field. Staff members are also encouraged to continue their education. Two staff members are currently pursuing doctoral-level degrees.

Ongoing and annual assessment gives the head of each department some direction for changes to make and goals to set for upcoming years. Annual reports are used to review the accomplishments of each department; the progress towards accomplishing action plans that relate to the strategic goals for the institution; and the changes that have been made to policies, procedures, and goals based on data collected during assessments. Each department head in the division also completes a self-assessment on an annual basis using the published CAS Standards (Council for Advancement of Standards in Higher Education) for her or his field. Goals are set for the upcoming academic year to better satisfy any of the criteria measures that are not fulfilled. In addition to the CAS standards, each department head also uses the standards, principles, and best practices established by the professional organizations in his or her field for reference/guidance. (For example, the Residence Life Department references the Association of College and University Housing Officers-International's Standards and Ethical Principles annually.) Completing annual performance appraisals for each staff member, in addition to the other departmental review mechanisms, ensures the quality and effectiveness of the programs and services offered within the Division of Student Affairs.

Sources (In Order of Appearance)
- Vice President of Student Affairs Resume
- Vice President of Student Affairs Job Description
- Assistant Dean of Students' Resume
- Assistant Dean of Student's Job Description
- Director of Campus Life's Resume
- Director of Campus Life's Job Description
- Residence Life Coordinator Resume
- Director of Residence Life Job Description
- Residence Life Coordinator Job Description
- Director of Intramurals and Recreational Sports' Resume
- Director of Intramurals and Recreational Sports
- Assistant Director of Health and Wellness' Resume
- Assistant Director for Health and Wellness' Job Description
- Director of Career Services Resume
- Director of Career Services Job Description
- Student Employment Coordinator's Job Description
- Director of Counseling Services' Resume
- Director of Counseling Services' Job Description
- Administrative Assistant for Vice President of Student Affairs' Resume
- Administrative Assistant for the Vice President of Student Affairs' Job Description
- Administrative Assistant for Division of Student Affairs' Resume
- Administrative Assistant for the Division of Student Affairs' Job Description
- Director of Financial Aid's Resume
Administrative Support Unit Assessment Plan Template
Annual Report Template for Administrative Support Units
Performance Evaluation
Administrative Assistant for Financial Aid's Job Description
Administrative Assistant for Financial Aid's Resume
Division of Student Affairs Organizational Chart
Student Employment Coordinator's Resume
3.10.1

Financial Resources: Financial stability

The institution’s recent financial history demonstrates financial stability.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University's (GSW) financial stability over the past four fiscal years is clearly demonstrated by the institution's total net assets and unrestricted net assets, as well as enrollment data, including total enrollment, full-time equivalent enrollment (FTE), and unduplicated headcount through the period.

Net Assets and Other Financial Data

From FY 2009 to FY 2012, GSW’s total net assets rose approximately 34% from $45,975,242 to $61,533,939 (see Chart below as well as GSW Financial Analysis, GSW Total Net Assets FY 2009-2013 and GSW Preliminary Financial Statement for FY 2013 pp. 3-4).

![GSW Total Net Assets Chart](image)

During the same period, GSW’s unrestricted net assets rose by approximately 39% from $4,893,483 to $6,785,312 (see Chart below as well as GSW Financial Analysis, GSW Unrestricted Net Assets FY 2009-2013, and GSW Preliminary Financial Statement FY 2013 pp. 3-4).

![GSW Unrestricted Net Assets Chart](image)

While total liabilities rose slightly more than total assets during the period, by a margin of 39% to 36%, unrestricted net liabilities actually decreased by a little more than 12%, and unrestricted assets increased 15%. Since most of GSW’s debt results from long term bonds issued in 2005 and 2009 to construct updated residence halls, it is significant that the institution retained its A2 bond rating from Moody's investor service in August 2012.

In addition, the Board of Regents (BoR) of the University System of Georgia (USG) uses three primary ratios to analyze Debt Capacity and Affordability. The calculation of these ratios is as follows:

1. Current Ratio: Primary measure of liquidity and an institution's ability to pay current short term debt and obligations. This ratio should be a minimum of 1.5 preferably in the 2.0 range. GSW’s current ratio for FY 13 was 2.185, for FY 2012 2.62 and for FY 2011 1.71.
2. Capital Debt Burden Percentage: This ratio measures debt service as a percentage of total revenues. The lower the percentage the better and the USG prefers a ratio in the 5% range. GSW’s Capital Burden Ratio for FY 2013 was 5.15%, FY 2012 4.75% and for FY 2011 4.93%.

GSW Enrollment Data FY 2009-2012

During the period used for the financial analysis above, total enrollment during Fall terms rose from 2717 in Fall 2008 to a high of 3046 in Fall 2011 before declining slightly in both FY 2012 and FY 2013 to 3738 (see Charts below). Thus, during the period, total unduplicated headcount through the period.

GSW Grants FY 2009-2012

Appropriations have averaged approximately $11,148,795 (See Chart below, GSW Financial Analysis p. 2 and GSW Preliminary Financial Statement FY 2013 pp. 3). GSW’s auxiliary revenue also rose during the period from $7,563,839 in FY 2009 to $9,739,802 in FY 2012 before falling slightly to $9,300,051 in FY 2013. As a result of conservative fiscal management, GSW increased its financial reserves during the period from $9,886,424 in FY 2010 (see Chart below as well as GSW Financial Analysis p. 8 and GSW Preliminary Financial Statement FY 2013 pp. 3)
3. Capital Debt Service Coverage Ratio: This ratio measures the ability to cover annual debt service payments from current year resources. The higher number the better; the ratio is expected to be at 1.80 or better. GSW’s Capital Debt Service Coverage Ratio in FY 2013 was 1.41, in FY 2012 1.71 and in FY 2011 1.73.

GSW’s ratios for Debt Capacity and Affordability are very favorable for the Current and Capital Debt Burden ratio measurements. In both cases they exceed the acceptable measurements. GSW falls slightly below the acceptable range in the Capital Debt Service Coverage Ratio; however, since GSW does not plan to take on additional debt within the next five years, this ratio would be expected to climb well above the acceptable level within that period.

During this period, the average amount of revenue GSW derived from grants and contracts with the State and Federal Governments was $3,012,375. Although the total amount of grant revenue was relatively stable, there was a shift in the relative amounts, with State grants and contracts falling by 15% and Federal rising by 81% (see GSW Financial Analysis). State Appropriations to GSW have remained relatively flat through the period ranging from $9,886,424 in FY 2010 (see GSW Financial Audit 2010 p. 7) to $12,340,325 in FY 2009 (see GSW Financial Audit FY 2009 p. 8). GSW also received Federal Stimulus Funds of $126,631 in FY 2009 and $2,054,237 in FY 2010 that augmented the state appropriations (see GSW Financial Audit 2009 p. 8 and GSW Financial Audit 2010 p. 7). GSW’s State Appropriations have averaged approximately $11,148,795 (See Chart below, GSW Financial Audit FY 2011 p. 7, GSW Financial Audit FY 2012 p.7 and GSW Preliminary Financial Statement FY 2013 p 6).

GSW's auxiliary revenue also rose during the period from $7,563,839 in FY 2009 to $9,739,802 in FY 2012 before falling slightly to $9,300,051 in FY 2013. As a result of conservative fiscal management, GSW increased its financial reserves during the period from $3,702,952 to $4,907,894 (see GSW Financial Analysis p. 2).

Enrollment and Tuition Data

During the period used for the financial analysis above, total enrollment during Fall terms rose from 2717 in Fall 2008 to a high of 3046 in Fall 2011 before declining slightly to 2973 in Fall 2012. FTE followed a similar trajectory, rising from 2132 in Fall 2008 to a high of 2427 in Fall 2010 before declining in both Fall 2011 and Fall 2012 to 2335. Total Unduplicated Headcount has tracked with FTE rising from 3314 in FY 2009 to a high of 3838 in FY 2011 before decreasing slightly in both FY 2012 and FY 2013 to 3738 (see Charts below). Thus, during the period, GSW’s net revenue from student tuition and fees has risen from $6,957,868 in FY 2009 to a high of $13,001,981 in FY 2012 before declining slightly in FY 2013 to $11,688,171.
GSW Foundation Endowment and Gifts to the University

The investment and spending policies for the GSW Foundation Endowment aim for long-range financial equilibrium. The primary goal of the endowment investment policy is to preserve both the original value of the endowment and its long-range purchasing power, while the secondary goal is to provide for growth of the endowment and the revenue it generates. The fair market value of the endowment held by the GSW Foundation has fluctuated between a low of $19,806,147 at the end of FY 2009 to a high of $24,631,517 at the end of FY 2011 (see Fair Market Value Chart below).
The GSW Foundation's Endowment Spending Policy is also predicated on both the need to preserve capital and to provide stable support for current operations. During the last four fiscal years, endowment support to GSW has ranged from $1,262,694 in FY 2010 to $2,207,802 in FY 2012 (see Chart Below and GSW Foundation Financial Statements for FY 2009, FY 2010, FY 2011, and FY 2012). For complete endowment investment and spending policies, see GSW Foundation Foundation Statement FY 2009 (pp. 7-13), GSW Foundation Foundation Statement FY 2010 (pp. 7-13), GSW Foundation Statement FY 2011 (pp. 8-10), and GSW Foundation Statement FY 2012 (pp.7-10). GSW Foundation Financial State was not available at the time this report was submitted.

Gifts to GSW have varied during the period from a low of $227,642 in FY 2010 to a high of $1,293,851 in FY 2011 (see Chart below, and GSW Consolidated Financial Statements for FY 2009, FY 2010, FY 2011, FY 2012 and GSW Preliminary Financial Statement FY 2013).

As a result of conservative financial management of its resources, GSW has maintained a stable financial position during the five fiscal years reviewed here. For more complete information, see GSW Financial Audits for FY 2009, FY 2010, FY 2011, and FY 2012, and GSW Consolidated Financial Statements for FY 2009, FY 2010, FY 2011, and FY 2012. GSW Financial Audit for FY 2013 is forthcoming.

Sources (In Order of Appearance)

GSW Financial Analysis FY2013
GSW Total Net Assets FY 2009-2013
GSW Preliminary Financial Statement FY 2013 (Page 3)
Current Ratio: Primary measure of liquidity and an institution's ability to pay current short term debt and obligations. This ratio should endowment investment and spending policies, see current operations. During the last four fiscal years, endowment support to GSW has ranged from $1,262,694 in FY 2010 to $2,207,802 in

The GSW Foundation's Fair Market Value Chart below).

During this period, the average amount of revenue GSW derived from grants and contracts with the State and Federal Governments was above the acceptable level within that period.

Ratio; however, since GSW does not plan to take on additional debt within the next five years, this ratio would be expected to climb well resources. The higher number the better; the ratio is expected to be at 1.80 or better. GSW FY 2011 4.93%.

better and the USG prefers a ratio in the 5% range. GSW be a minimum of 1.5 preferably in the 2.0 range. GSW Foundation's ratios for Debt Capacity and Affordability are very favorable for the Current and Capital Debt Burden ratio measurements. In both

In addition, the Board of Regents (BoR) of the University System of Georgia (USG) uses three primary ratios to analyze Debt Capacity and

service in August 2012

In 2005 and 2009 to construct updated residence halls, it is significant that the institution retained its

While total liabilities rose slightly more than total assets during the period, by a margin of 39% to 36%, unrestricted net liabilities actually

During the period used for the financial analysis above, total enrollment during Fall terms rose from 2717 in Fall 2008 to a high of 3046 in Fall 2011 before declining slightly to 2973 in Fall 2012. FTE followed a similar trajectory, rising from 2132 in Fall 2008 to a high of 2427 in Fall 2012

Enrollment and Tuition Data

$9,300,051 in FY 2013. As a result of conservative fiscal management, GSW increased its financial reserves during the period from

GSW's auxiliary revenue also rose during the period from $7,563,839 in FY 2009 to $9,739,802 in FY 2012 before falling slightly to

contracts falling by 15% and Federal rising by 81% (see

During this period, the average amount of revenue GSW derived from grants and contracts with the State and Federal Governments was
3.10.2

Financial Resources: Financial aid audits
The institution audits financial aid programs as required by federal and state regulations.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) last performed a financial aid audit for Federal Financial Aid Programs in 2010 during the process to renew the institution's eligibility under Title IV of the Higher Education Act (see GSW DOE Eligibility Report). GSW's DOE Program Participation Agreement runs through the end of FY 2015. In addition, the state of Georgia requires that its Department of Audits and Accounts examine GSW's awarding procedures for Federal Financial Aid at regular intervals as part of its annual audit of GSW's financial statements. GSW's last audit under this requirement after FY 2007 resulted in no findings (see Federal Award Findings and Questioned Costs on p. 41 of GSW Financial Aid FY 2007.). GSW's next scheduled complete audit by the GA Department of Audits and Accounts will be after FY 2013.

GSW's participation in the Georgia Hope Scholarship Program, which awards tuition assistance to any Georgia high school graduate who meets eligibility requirements, is audited every three years by the Georgia Student Finance Commission (GSFC). The last GSFC audit occurred in 2010; this audit was of funds awarded during FY 2009. As a result of the audit, GSFC's auditors found six specific instances that were deemed deficient (see GSW GSFC Audit Letter 2010), but which GSW disputed (see GSW GSFC Audit Response). GSFC determined that GSW needed to reimburse the state for some awards made during FY 2009 (see GSW GSFC Final Report 2010), but GSW requested a second review of the audit and proposed remedies to prevent future problems (see GSW GSFC Second Response). The review was concluded, and GSW and GSFC came to terms in October 2010 (see GSW GSFC Closure Report). GSW also submits an annual letter certifying its compliance with GSFC's Residency and Satisfactory Academic Progress requirements (see 2013 Letter). As part of the Agreed Upon Procedures review of GSW's annual Financial Statements, the Georgia Department of Audits and Accounts (DOAA) examines the reconciliation of HOPE Scholarship funds between GSW and GSFC. These DOAA did not note any exceptions during the period FY 2009 to FY 2012 (see GSW Financial Statement Audits for FY 2009, FY 2010, FY 2011, and FY 2012).

Sources (In Order of Appearance)
- GSW DOE Eligibility and Cert Approval Report 2010
- GSW DOE Program Participation Agreement Expiration 06-30-2015
- GSW Financial Audit 2007 (Page 41)
- GSW-USG Audit Schedule
- GSW GSFC Audit Letter 2010
- GSW GSFC Audit Response 2010
- GSW GSFC Final Report 2010
- GSW GSFC Second Response 2010
- GSW GSFC Closure Report 2010
- GSW GSFC Annual Compliance Letter 2013
- GSW Financial Audit FY 2009 (Page 5)
- GSW Financial Audit FY 2010 (Page 5)
- GSW Financial Audit FY 2011 (Page 6)
- GSW Financial Audit FY 2012 (Page 5)
Financial Resources: Control of finances
The institution exercises appropriate control over all its financial resources.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) exercises control over its financial resources using both external and internal auditing and control procedures to ensure that its financial procedures are implemented appropriately. According to Georgia Law, the Georgia Department of Audit and Accounts (DOAA) is the official external auditor for all University System of Georgia (USG) institutions (see USG Business Procedures Manual section 16.1.3). For USG institutions, there are also two levels of Internal Auditing and Control Procedures, since the auditing performed by USG Committee on Internal Auditing (COIA) and that performed by financial officers at individual USG institutions are both internal to the USG. The external and internal procedures interact at the level of COIA, which is responsible to “review audit results from all campus-based internal auditors and the State Department of Audits and Accounts” (see USG Internal Audit Charter). Since GSW is not large enough to warrant its own internal audit office, the COIA serves as internal auditors to GSW, periodically performing spot audits of selected control procedures.

External Auditing
Georgia Board of Regents (BoR) Policy 7.10.1 provides that the DOAA will "be requested to perform a financial statement audit or perform agreed upon procedures at each USG institution" annually. In GSW's case, a complete financial statement audit was last requested and performed following FY 2007, although one is scheduled to be performed following FY 2013. In the 2007 Audit Document, the functions of a management letter are dispersed. Pages 4-5 of the audit document describe the scope and methods of the audit, and pages 39-40 describe the findings of audit. The 2007 audit found a weakness in the implementation of policies controlling the use of credit cards, called P-cards. A P-card audit performed by the Georgia Department of Administrative Services in 2013 show that policy implementation has improved substantially. Agreed upon Procedures were performed on GSW Financial Statements following FY 2009 (pp.3-6), FY 2010 (pp. 3-5), FY 2011 (pp. 4-6), and FY 2012 (pp. 3-5). External audits of GSW Foundation Financial Statements are performed by the certified Public Accounting firm of Chambliss, Sheppard, Baxter and Roland (see GSW Foundation Financial Statements for FY 2009 p. 3, FY 2010 p. 3, FY 2011 p. 3, and FY 2012 p. 3).

Internal Auditing
GSW is required to submit a variety of financial reports, many to the BoR, but also some to other Georgia State Agencies (see Business Procedures Manual Section 20 Introduction and Table of Contents). These financial reports fall into two categories that are applicable in this context: Annual Financial Reports and Payroll Reports. These financial reports are each prepared by some member of GSW's Office of Business and Finance staff.

Annual Financial Reports
USG Business Procedures Manual section 20.1.1 requires the submission of annual financial statements by all USG institutions. These annual financial reports are submitted to the Georgia DOAA, as discussed above in the section on external auditing for either Agreed Upon Procedures review or Financial Statement Audit by the USG. GSW's annual financial statements for FY 2009, FY 2010, FY 2011, and FY 2012 can be found below. GSW Financial Statements are prepared by the Comptroller in consultation with the Vice President of Business and Finance. Since the GSW Foundation does not meet the criteria to be considered a component unit of GSW, it files separate annual financial statements (see USG Business Procedures Manual section 20.1 p. 2, GSW Business Procedures Manual pp. 6-8 on Budget Management 6-8, GSW Financial Statement FY 2012 p.33, and GSW Foundation Financial Statement FY 2012).

Payroll Reports
As provided in section 5.4.7 of the USG Business Procedures Manual, GSW produces quarterly payroll reports that reconcile the amounts expended on payroll with the amounts encumbered in payroll accounts for the academic and administrative units of the institution. This quarterly report ensures that accounts will remain solvent through the end of the fiscal year (see FY 2013 Expenditures and Revenues Report, and GSW Continuous Payroll Audit FY 2012 below). GSW also produces payroll reports for the Internal Revenue Service, the Georgia Department of Revenue, the Georgia Department of Labor, and the Georgia Teacher Retirement System (see USG Business Procedures Manual section 5.4). GSW Payroll Reports are prepared by the Payroll Supervisor in the Office of Business and Finance.

USG Internal Control Procedures
In addition to financial reporting requirements, the BoR has established a number of control procedures for USG institutions that are published in the USG Business Procedures Manual. Requirements control procedures are in place for Accounts Payable, Accounts Receivable, Procurement, and Travel Reimbursement. GSW's implementation of these required controls is described below. See also GSW Business Procedures Manual pp. 1-4.

Accounts Receivable
As required by USG Business Procedures Section 10.6.2 on Reconciliation and Review, accounts receivable at GSW are reviewed at least quarterly. For instance, the Director of Student Accounts conducts a monthly Student Accounts Receivable reconciliation. This reconciliation is reviewed by the Comptroller as part of the quarterly reconciliation and review process, and results are shared with the Vice President of Business and Finance prior to USG reporting. See also GSW Business Procedures Manual pp. 30-32.

Accounts Payable

GSW accounts payable controls conform to the requirements of USG Business Procedures Section 6.1 on Controls, Documentation, and Assembly of Documents. Specifically, the procurement and travel reimbursement processes described below conform to section 6.1.1 on Documentation, as well as the general requirement that "the matching of the requisition, purchase order, receiving evidence, and vendor's invoice involves adequate separation of duties." Generally speaking, procurement documents are assembled by the procurement officer, but matched and approved for payment by the Accounting Office. In addition, the Comptroller conducts quarterly reviews of the accounts from which payments are made, as Fund 50000 Unexpended Capital Funds. Results of these reviews are shared with the Vice President of Business and Finance prior to USG reporting.

Procurement

GSW's Procurement Procedure complies with the requirements enumerated in the USG Business Procedures Manual section 3.1. The process begins with the budget head with authority for the fund from which the purchase or contract will be paid (see description of GSW Procurement Process below). The budget head fills out a Departmental Purchase Request (DPR), and forwards the DPR to GSW's Procurement Officer. If the purchase or contract is estimated to be less than $5000, the Procurement Officer generally places an order and pays for the purchase or contract using a university credit card, or p-card. If the purchase or contract is estimated to be $5000 or more, but less than $25,000, the Procurement Officer identifies an open market source for the purchase or contract, places an order, and pays for the purchase or contract via Purchase Order. Purchase orders are entered into PeopleSoft Financials, which performs a budget check that ensures adequate funds are available in the proper account for the purchase. If an appropriate open market source cannot be identified, the purchase or contract may be put out for competitive bidding through the state procurement registry. All DPRs greater than $25,000 must go through the competitive bidding process. Contracts to provide goods or services to GSW may be signed by either the Procurement Officer or the Vice President of Business and Finance. See also GSW Business Procedures Manual pp. 20-29.

GSW's contract with Campus Labs to provide Compliance Assist software and hosting for the preparation of the institution's SACSCOC Compliance Certification is an example of the procurement procedure in action. The Director of Institutional Effectiveness and Planning filled out a DPR in January, 2012 that was then submitted to the GSW Procurement Officer. The Procurement Officer created a Purchase Order to pay for the first year of the contract and signed the contract. In Fiscal Year 2013, when the contract came up for renewal, the Director of Institutional Effectiveness and Planning filled out a Disbursement Authorization to pay for the annual renewal invoice. This type of request was processed in the business office, which cuts a university check upon the approval of the Vice President of Business and Finance. In addition, GSW Materials Management maintains an inventory of office supplies that can be acquired by filling out an internal requisition form. See blank copies of the DPR, Disbursement Authorization, and Internal Requisition forms below with authorizations highlighted.

Travel Reimbursement

Control of Travel Reimbursement is a two-stage procedure to ensure that funds are available and travel is appropriate both before and after travel occurs and it is approved for reimbursement (see USG Business Procedures Manual Section 4 Travel pp. 1-2 and pp. 3-7).

Prior to leaving on a reimbursable business trip, GSW employees fill out a Travel Approval Form and submit the form to the appropriate budget manager for approval. The form includes information on the purpose of the trip, the estimated cost, and the account from which the trip will be reimbursed. Once the travel is approved by the appropriate budget manager, the form is submitted to the Office of Business and Finance for approval. Employees who manage the budget out of which the travel will be reimbursed must receive travel approval by their supervisor (see blank Travel Approval below with authorizations highlighted).

Once an employee has returned from an approved business trip, he or she creates a travel expenses report in People Soft and submits it for approval. The employee also prints a copy of the expense report to which he or she attaches receipts for the expenses, and submits the packet to the Office of Business and Finance. The budget manager who approved the travel approves the expenses report in People Soft as the first level of review. Meanwhile, a member of the accounting staff in the Office of Business and Finance verifies that all the necessary receipts are available to substantiate the reported expenses as the second level of review. Travel expense reports approved by both the appropriate budget manager and accounting are forwarded to the Comptroller to approve for payment—the third level of review (see sample expense report with approvals highlighted). See also GSW Business Procedures Manual pp. 9-13.

Risk Management

A complete Enterprise Risk Management (ERM) process was performed by all USG institutions, including Georgia Southwestern State University, in 2011-12. The Institutional ERM was completed by the Board of Regents Internal Audit Staff (See GSW Risk Management Report, and BoR Assessment of GSW Plan).

Qualifications of Financial Officers

The GSW Business Procedures Manual outlines the responsibilities of the business office and department heads with respect to sound budget management and responsibility. The qualifications of all the Business and Finance Staff exhibit the education and experience to maintain control GSW's financial resources.

Sources (In Order of Appearance)

Georgia Southwestern State University
The GSU Business Procedures Manual

University, in 2011

A complete Enterprise Risk Management (ERM) process was performed by all USG institutions, including Georgia Southwestern State. For instance, the Director of Institutional Effectiveness and Planning filled out the compliant procurement process to ensure that its financial procedures are implemented appropriately. According to Georgia Law, the Georgia Board of Regents (BoR) has established a number of control procedures for USG institutions that are both internal to the USG. The external and internal procedures interact at the level of COIA, which is responsible for the preparation of the institution's SACSCOC Compliance Certification.

The institution exercises appropriate control over all its financial resources.

Financial Resources: Control of finances

3.10.3

Georgia Southwestern State University
3.10.4

Financial Resources: Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Southwestern State University (GSW) maintains control of the process of obtaining external funds or sponsorship for research and programs and implementing the resulting research or programs from the application process through the post-award reporting. The GSW Faculty Handbook includes a "Grants and Contracts Manual for Research and Sponsored Programs" divided into four sections:

- Proposal Development (pp. 91-95)
- Application Procedures (pp. 96-102)
- Budget Preparation (pp. 102-107)
- Post-Award Management (pp. 107-110)

GSW's control of the process begins with the application, which must be approved internally prior to submission to the external granting or sponsoring agency (see GSW Grants and Contracts Manual section 2.4 p. 99). The Approval to Submit Proposal for External Funding includes a projected budget, showing what contributions may be expected from GSW, and approval from both the Vice President of Academic Affairs and the Vice President of Business and Finance. After receipt of grant approval or denial, a copy of the granting agency's approval/denial is to be sent to the Office of Accounting Services and the Office of Academic Affairs. In addition, the Grants and Contracts Manual contains a detailed section on budget preparation, including an explanation of indirect costs (see section 3.4a p. 106).

After external funding has been obtained, the Office of Accounting Services collaborates with the budget manager for the external funds by assigning and monitoring a separate account for each program. Account numbers for units with externally funded research or programs are assigned an additional three to five digit program indicator that is appended to the unit's existing account number to identify grant funds and keep them separated from unit operating funds (see GSW Business Procedures Manual p. 5). The program indicator assists both the budget manager and GSW's Grants Supervisor in controlling external funds, especially for budget managers who manage accounts containing both internal and external funds. See also GSW List of Grant Accounts; accounts with persons in charge are current, and ones without are completed.

GSW's Business Procedures Manual also describes procedures for administering grants and contracts (see pp. 4-6), including budgets, proposals, schedules, indirect costs, accounting, grant changes, and personnel documentation requirements. GSW's Grants Supervisor monitors the distribution of funds after a contract or grant has been awarded and works with the grantee to ensure fiscal compliance with the terms of the contract or grant.

Principle Investigators obtain access to grant funds in the same ways as budget managers for academic or administrative units at GSW. If the grant funds personnel, hiring follows the same personnel recruitment procedures described in CS 3.2.9. To obtain goods and services using grant funding, Principle Investigators follow the same procurement processes as any GSW budget manager, and described in CS 3.10.3. For instance, a Principal Investigator would use the same Departmental Purchase Request (DPR) that unit budget managers use to initiate a purchase using external funds (see GSW DPR Blank with account number line highlighted). The only difference between a typical DPR and one drawn form an account holding external funds would be that the Grants Supervisor reviews such requests to ensure that such purchases are allowable under grant guidelines. See also GSW Disbursement Authorization Form and GSW Travel Approval Form. The examples provided below show a Disbursement Authorization and a Travel Approval using grant funds as indicated by the account number.

Although GSW's internal control of external funding has been established in the policy manuals mentioned above, the federal government has issued a set of standards which must be followed for the accounting of federal funds. These circulars issued by the U.S. Office of Management and Budget (OMB) are Circular A-21, Circular A-110, and Circular A-133. Circular A-21 establishes principles for determining costs applicable to grants, contracts, and other agreements with educational institutions, including especially the indirect cost known as "facilities and administrative costs" charged to grants (see OMB A-21 Letter to GSW 2012). OMB Circular A-110 sets forth standards for obtaining consistency and uniformity among federal agencies in the administration of grants to and agreements with institutions of higher education. OMB Circular A-133 is issued pursuant to the Single Audit Act of 1984 and the Single Audit Act Amendments of 1996. It sets forth standards for obtaining consistency and uniformity among federal agencies for the audit of states and local governments expending federal awards. Circular A-133 also details the procedures that independent auditors must use to conduct the audit of GSW's annual financial statements. During the most recent complete audit of GSW's FY 2007 Financial Statement where auditors used the methods set forth in OMB Circular A-133, no control irregularities were found regarding the use of any federal funds including grant funds. In addition, none of the findings in the most recent A-133 Audit of the State of Georgia, performed after FY 2007, related to GSW (See State of Georgia A-133 Letter).

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 91)
- GSW Faculty Handbook 2013-2014 (Page 96)
Georgia Southwestern State University

Proposal Development

Application Procedures

Post

Budget Preparation

A

none of the findings in the most recent A

financial statements. During the most recent complete audit of federal awards. Circular A

forth standards for obtaining consistency and uniformity among federal agencies for the audit of states and local governments expending "
costs applicable to grants, contracts, and other agreements with educational institutions, including especially the indirect cost known as Management and Budget (OMB) are Circular A

issued a set of standards which must be followed for the accounting of federal funds. These circulars issued by the U.S. Office of

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number.

initiate a purchase using external funds (see 3.10.3. For instance, a Principal Investigator would use the same Departmental Purchase Request (DPR) that unit budget managers use to

using grant funding, Principle Investigators follow the same procurement processes as any GSW budget manager, and described in CS

the grant funds personnel, hiring follows the same personnel recruitment procedures described in CS 3.2.9. To obtain goods and services

terms of the contract or grant.

GSW manager and GSW's Grants Supervisor in controlling external funds, especially for budget managers who manage accounts containing

keep them separated from unit operating funds (see

assigned an additional three to five digit program indicator that is appended the unit's existing account number to identify grant funds and

Manual contains a detailed section on budget preparation, including an explanation of indirect costs (see

approval/denial is to be sent to the Office of Accounting Services and the Office of Academic Affairs. In addition, the Grants and Contracts

Academic Affairs and the Vice President of Business and Finance. After receipt of grant approval or denial, a copy of the granting agency

GSW's control of the process begins with the application, which must be approved internally prior to submission to the external granting or

Faculty Handbook includes a "Grants and Contracts Manual for Research and Sponsored Programs" divided into four sections:

programs and implementing the resulting research or programs from the application process through the post

Georgia Southwestern State University (GSW) maintains control of the process of obtaining external funds or sponsorship for research and

Narrative

Judgment

The institution maintains financial control over externally funded or sponsored research and programs.

Financial Resources: Control of sponsored research/external funds

3.10.4

Financial Resources: Control of sponsored research/external funds

Financial Audit 2007 (Page 41)

State of GA A-133 Letter 2008

GSW Business Forms Online

OMB A-21 Letter to GSW 2012

State of GA A-133, no control irregularities were found regarding the use of any federal funds including grant funds. In addition,

GSW Grants and Contracts Manual section 2.4

(p.102

133 Audit of the State of Georgia, performed after FY 2007, related to GSW (See

133 also details the procedures that independent auditors must use to conduct the audit of GSW's annual

133 is issued pursuant to the Single Audit Act of 1984 and the Single Audit Act Amendments of 1996. It sets

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133 also details the procedures that independent auditors must use to conduct the audit of GSW's annual

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133 is issued pursuant to the Single Audit Act of 1984 and the Single Audit Act Amendments of 1996. It sets

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3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment
- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

Narrative

Control over Georgia Southwestern State University's (GSW) physical resources is exercised jointly by the Comptroller, Materials Management, and Physical Plant Operations under the supervision of the Vice President of Business and Finance. Through a combination of State Regulations, University System of Georgia (USG) procedures, and GSW procedures, GSW maintains appropriate control over its physical resources from the time an asset is acquired until the asset becomes obsolete or unusable.

All USG Institutions, including GSW, are considered agencies of the State of Georgia, and therefore, are subject to the same inventory control procedures as any other State Agency. The USG Business Procedures Manual Section 11 outlines how GSW must "maintain control of inventory to comply with state law, to provide reporting totals for insurance purposes, and to maintain internal management control of assets" (see USG Business Procedures Manual Section 11 Inventory). These procedures refer to three categories of inventories: property, equipment, and consumables.

GSW Property Inventory

In order to provide an adequate amount of property insurance to GSW, the Georgia Department of Administrative Services (DOAS) asks the institution to provide an annual listing of buildings, building values, and the value of building contents (see USG Business Procedures Manual Section 11.2). This list is maintained by the Comptroller, and copies of the list for Fiscal Years 2011-13 have been provided below.

GSW takes appropriate care of these property assets by maintaining them in accordance with its Preventive and Deferred Maintenance Schedules. GSW is also scheduled to spend approximately $9.1 million on Major Renovation and Repair Projects over the next five years.

GSW Equipment Inventory

The compilation of GSW's equipment inventory begins during the procurement process (see GSW Procurement Process and GSW Procurement Webpage). By USG procedure, GSW is required to inventory all nonconsumable or nonexpendable equipment with a life expectancy of three or more years and a value of $3000 or more (see USG Business Procedures Manual Section 11.1). By GSW procedure, when an item for procurement is entered into PeopleSoft financials, there are three options for each line item: value less than $2499, value $2500-4999, and value $5000 or more. Most items with a value of less than $2500 are not inventoried, although computer equipment is an exception since it is inventoried by the Office of Information and Instructional Technology. Items valued $2500-4999 are inventoried by GSW Materials Management Department (see GSW Materials Management), while items valued $5000 or more are inventoried by the Comptroller and depreciated over the expected life of the item. The Comptroller also records these building contents on the Building Listing provided to DOAS annually. When purchased items arrive at Materials Management, they are tagged with a GSW property control sticker, and the control number is recorded in one of the property inventories described above. The combination of these two inventories is checked annually by Materials Management to verify the condition of each item and its location (see USG Business Procedures Manual Section 11.4). In addition, Materials Management maintains a record of equipment that has been transferred from one location to another, or from one department to another by means of a Equipment Transfer Form. When a piece of equipment needs to be sent off campus for repair, a Shipment Repair Form is used to allow Materials Management to keep track of the equipment. When an owning department deems equipment to be obsolete or unusable, the equipment is designated as surplus using the same Equipment Transfer Form (see GSW Materials Management p. 3). Surplus equipment is disposed of according to guidelines set out in the Official Code of Georgia (see OCGA 50-5 Section 4 and USG Business Procedures Manual Section 11.7.5). Equipment Inventories for FY 2012 and FY 2013 are provided below as well as a summary of the inventory procedure and outcome for 2013.

GSW keeps an inventory of its fleet of vehicles, consisting of 32 vehicles used primarily for three purposes: maintenance services, public safety patrol, and shuttling students to off-campus locations, such as shopping centers (see GSW Vehicle Inventory 2013).

Once computer equipment has been delivered to Materials Management, it is tagged and then forwarded to the Office of Information and Instructional Technology (OIT) for installation. OIT maintains an inventory of computer equipment, such as desktop computers, laptops, printers, scanners, and projectors for all classrooms, computer labs, and faculty and administrative offices (see GSW Classroom and Lab Computer Inventory 2013 and GSW Classroom Support Technology Inventory 2013).

The Georgia Department of Audits and Accounts performs an annual agreed upon procedures audit of all USG institutions that includes a "review capital assets records to ensure that...a complete annual physical equipment inventory is being conducted and that issues noted during the physical inventory are being properly addressed by management" (see also USG Business Procedures Manual Section 11.6). The audits for Fiscal Years 2009 through 2012 noted no exceptions (see GSW Financial Audit FY 2009 p. 5, GSW Financial Audit FY 2010 p. 4, GSW Financial Audit FY 2011 p. 6, and GSW Financial Audit FY 2012 p. 5).

Central Stores Inventory

GSW maintains a Central Store of consumable office supplies as provided under Section 11.7.8 of the USG Business Procedures Manual.
Departments needing supplies fill out an Internal Requisition Form and are billed internally for the supplies (see example provided below).

**Risk Management**

A complete Enterprise Risk Management (ERM) process was performed by all USG institutions, including GSW, in 2011-12. The Institutional ERM was completely reviewed by the Board of Regents (BoR) Internal Audits staff and determined to be adequate (see GSW Risk Management Report, and BoR Assessment of GSW Plan).

**Sources** (In Order of Appearance)

- USG Business Procedures Section 11 Inventory
- USG Business Procedures Section 11 Inventory (Page 3)
- GSW Georgia DOAS Building List FY 2011-13
- GSW Preventive Maintenance Schedule
- GSW Deferred Maintenance Schedule
- GSW Proposed MRR Project List 2013
- GSW Procurement Process
- GSW Procurement
- USG Business Procedures Section 11 Inventory (Page 2)
- GSW Materials Management
- USG Business Procedures Section 11 Inventory (Page 5)
- GSW Equipment Transfer Form
- GSW Materials Management (Page 3)
- OCGA 50-5 Section 4 Disposition of Surplus Property
- USG Business Procedures Section 11 Inventory (Page 9)
- GSW Equipment Inventory 2012
- GSW Equipment Inventory 2013
- GSW Equipment Inventory Procedure
- GSW Vehicle Inventory 2013
- GSW Classroom and Lab Computer Inventory 2013
- GSW Classroom Support Technology Inventory 2013
- USG Business Procedures Section 11 Inventory (Page 7)
- GSW Financial Audit FY 2009 (Page 5)
- GSW Financial Audit FY 2010 (Page 4)
- GSW Financial Audit FY 2011 (Page 6)
- GSW Financial Audit FY 2012 (Page 5)
- USG Business Procedures Section 11 Inventory (Page 10)
- Office Supplies July 2012
- GSW Enterprise Risk Management Report 2012
- GSW Enterprise Risk Management Assessment 2012
- Fac-Staff Computer Replace Inventory January 2013
- GSW Facilities Master Plan 2011
- GSW Summary Building Inventory June 2013
- Shipment Repair of Property Inventory
Physical Resources: Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) considers a healthy, safe, and secure environment an integral part of encouraging “intellectual, personal, and social growth for students, faculty, staff, and the community” (see GSW Mission). GSW delivers on its commitment primarily through the work on two of its units: the Office of Business and Finance, including especially Physical Plant Operations, Public Safety, and Auxiliary Food Services; and the Office of Student Affairs, including especially Counseling Services, the Health Center, the Office of Residence Life, and the Student Conduct Office. GSW also endeavors to provide a diverse environment free of discrimination and of sexual harassment.

Physical Plant Operations

GSW’s Physical Plant Operations provide a number of services crucial to providing a healthy, safe, and secure environment on campus. The services provided include maintenance of the interiors and exteriors of all campus buildings; maintenance of all grounds, sidewalks, and streets; and custodial services (see Physical Plant Home page 2). Requests for repair of unsafe or unhealthy conditions can be made directly by phone—primarily for emergency repairs, by e-mail, by fax, or by campus mail (see Physical Plant Home page 3). In addition, Facility Representatives are designated for each building to act as a liaison between facility occupants and users, and Physical Plant. A list of the Facility Representatives for 2013-14 is provided below. At least twice a year, the Vice President of Business and Finance and the Interim Director of Physical Plant make a walking inspection of each building on campus to assist in fiscal and maintenance planning by identifying areas of concern. Physical Plant’s Preventive Maintenance Schedule includes inspections of the following crucial systems and safety devices:

- Bi-weekly inspection of all elevators
- Monthly inspection of all fire extinguishers on campus
- Quarterly inspection of all outside lighting
- Quarterly cleaning of ventilation hoods in the Canes Den and Dining Hall
- Semiannual inspection of the fire systems in the campus computer hub located in the Business History and Political Science Building
- Semiannual professional inspection of fire extinguishers on campus
- Semiannual inspection of ventilation hoods in Science, Roney, and Rosalynn Carter Health and Human Sciences Buildings laboratories
- Semiannual change of filters in HVAC systems
- Annual inspection of the Fire Systems in the Fine Arts Building
- Annual inspection of Fire Alarm Systems in the residence halls
- Annual replacement of batteries in all fire alarms and smoke detectors, and tagging of fire sprinklers
- Annual state inspection of elevators (certificates posted in elevators)
- Annual cleaning of HVAC systems

Physical Plant sees that all State Fire Inspections are performed, as required. Currently, the Georgia State Fire Inspector performs inspections during the construction of buildings, so GSW provides the records of the State Fire Inspections performed on the Rosalynn Carter Health and Human Sciences Building Phase One and the Rosalynn Carter Health and Human Sciences Building Phase Two the most recently constructed buildings on campus.

GSW maintains contracts with two extermination companies to control pest on campus. Arrow Exterminators goes though every building on campus to do routine spraying monthly, and are on call to address specific problems such as mosquitoes in the shrubbery around the Marshall Student Center or ants in a student’s apartment. Arrow also maintains the Centracom System for termites around all Residence Halls. Terminix supplies termite control for some wooden structures, such as Crawford Wheatley Hall and the proscenium stage the Fine Arts Building. The Terminex contract includes complete repair or replacement of any damaged property.

Physical Plant is also responsible for Environmental Health and Safety reporting to the University System of Georgia (USG), for emergency and safety training, and for drafting and implementing campus emergency plans and procedures (see Physical Plant Home page 10). These activities are carried out or supervised by an Environmental Health and Safety Coordinator (see GSW Safety Coordinator Resume).

Section 20.4 of the USG Business Procedures provides that each USG institution should have an emergency plan that is submitted to the USG Director of Administrative and Compliance Policy annually (see USG Business Procedures Manual Section 20.4.8), although the plans are not typically updated annually. GSW’s Emergency Plan was last updated in 2011. USG institutions are also required to submit an inventory of hazardous chemicals stored on campus semiannually to the Environmental Health and Safety Program Manager (see USG Business Procedures Manual Section 20.4.7).

GSW’s Environmental Health and Safety Coordinator makes sure that all Facilities Representatives and other key administrators have hard copies of the GSW Emergency Plan, and that each is aware of his or her responsibilities to the plan. The Coordinator also publicizes the Emergency Plan, as well as Right to Know Training (RTK Training), which advises all faculty, staff, and student employees regarding hazardous materials in the workplace. All GSW faculty, staff, and student employees must undergo RTK Training annually (see GSW Right
Semiannual inspection of ventilation hoods in Science, Roney, and Rosalynn Carter Health and Human Services Buildings laboratories

Semiannual change of filters in HVAC systems

Annual inspection of the Fire Systems in the Fine Arts Building

Annual replacement of batteries in all fire alarms and smoke detectors, and tagging of fire sprinklers

**Sources**

The Student Conduct Office

An important part of the mission of the Office of Residence Life is to provide "safe, attractive, well-maintained living facilities that are responsive to the needs of the students." Among the Residence Hall Policies and Procedures directed towards providing a safe and attractive environment are conduct and quiet hour policies, as well as fire safety policies and procedures, including especially fire extinguisher usage. The Residence Life Staff, including Hall Directors and Resident Assistants are on call 24 hours a day to resolve any problems that arise.

**Public Safety**

GSW's Department of Public Safety "is an accredited law enforcement agency responsible for the protection of life and property on Georgia Southwestern State University campus" (see GSW Public Safety Operations). Georgia law grants jurisdiction and arrest powers to University Police upon USG property and includes jurisdiction over offenses committed upon any public or private property within 500 yards of any USG property (see GSW Public Safety Jurisdiction). The Public Safety Staff includes a Director, an Assistant Director, an Administrative Assistant, and seven patrol officers, who maintain 24 hour a day/seven day a week patrol of campus and are the first responders to any emergency on campus. Public Safety provides escort service, traffic & parking enforcement, vehicle assistance, safety programs, event security, vehicle registration, incident reporting, and criminal investigation. In addition, Public Safety maintains a link to Georgia Bureau of Investigation Sex Offender Registry requirements, reports GSW crime statistics under the Federal Clery Act, and publishes an ongoing arrest and incident summary (see GSW Public Safety Arrests and Incidents). GSW's Department of Public Safety has close working relationships with the Americus City Police Department, the Sumter County Sheriff's Office, the Georgia Highway Patrol, and Americus Fire and Emergency Services. GSW's Clery Act statistics demonstrate that the campus is safe. Public Safety also holds training sessions on how to respond to crises, such as an armed individual on campus (see Southwestern Week Schedule 2010).

**Auxiliary Food Services**

GSW's Auxiliary Services maintain clean and healthy food service operations at all its facilities (see GSW Dining Services). We provide copies of the most recent health inspection at each facility.

**Counseling Services**

GSW's Office of Counseling Services provides resources to improve the mental and emotional health of students, staff, and faculty. In particular, Counseling Services provides referral services for students in crisis, who may sometimes be a danger to themselves or to others. Counseling Services also provides reference materials and training to help faculty and staff identify student in need of assistance or referral (see Southwestern Week Schedule 2008 and Southwestern Week Schedule 2009).

**The Student Health Center**

The GSW Student Health Center is concerned with maintaining good health among the students that will allow them to pursue their intellectual, emotional, social development more effectively (see also GSW Health Center General Info). The Health Center is principally staffed by two Nurse Practitioners and an RN, and provides not only medical treatment and referrals, but also immunizations including annual free flu vaccines, some medicines, and limited laboratory services (see GSW Health Center Services). The Health Center collaborates with the Georgia Department of Health to provide a Women's Health Clinic. The Health Center also publishes health alerts and collaborates with Student Affairs to publish information about maintaining a healthy lifestyle (see May GSW Student Health 101).

**The Office of Residence Life**

An important part of the mission of the Office of Residence Life is to provide "safe, attractive, well-maintained living facilities that are responsive to the needs of the students." Among the Residence Hall Policies and Procedures directed towards providing a safe and attractive environment are conduct and quiet hour policies, as well as safety policies and procedures, including especially fire safety (see also GSW Student Code of Conduct). Residence Life coordinates maintenance of its facilities with Physical Plant (see Residence Life Maintenance). The Residence Life Staff, including Hall Directors and Resident Assistants are on call 24 hours a day to resolve any problems that arise.

**The Student Conduct Office**

GSW's Student Code of Conduct is a crucial part of maintaining a healthy, safe, and secure environment. When inevitable violations occur, they are dealt with by GSW's Student Conduct Office overseen by the Assistant Dean of Students. GSW has a judicial process to deal fairly with repeat offenders, but as an educational institution, GSW prefers to mediate issues between campus stakeholders and modify student behavior whenever possible. Therefore, the Student Conduct Office also provides mediation and education programs.

**GSW Human Relations Council**

GSW's Human Relations Council's (HRC) main purpose is to "develop and promote an atmosphere of harmony and fairness for all members of the campus community" by assisting GSW's President to assist the President to ensure "fair treatment and opportunity is provided for everyone at GSW regardless of race, religion, economic status, age, sexual orientation, national origin and gender" (see also GSW's Diversity Statement). The HRC is chaired by GSW's Affirmative Action Officer and oversees such activities as annual training of all faculty, staff, and student employees in identifying and combating sexual harassment (see GSW Sexual Harassment Policy in the Faculty Handbook, and Gender-Based Misconduct pp. 67-76 of The GSW Weathervane Student Handbook 2013-14, especially pp. 69-70).

**Sources**

(In Order of Appearance)
Bi-Quarterly inspection of all outside lighting
Annual cleaning of HVAC systems
Annual inspection of the Fire Systems in the Fine Arts Building

Based Misconduct pp. 67

Compliance

GSW Mission Statement
GSW Physical Plant Home (Page 2)
GSW Physical Plant Home (Page 3)
GSW Facility Representatives 2013-14
GSW Preventive Maintenance Schedule
GSW Residence Hall Fire Alarm Inspections 2012
GSW State Fire Inspection HHS1
GSW State Fire Inspection HHS2
GSW Physical Plant Home (Page 10)
GSW Safety Coordinator Resume Arthur Clark
USG Bus Proc Manual 20.4 Facilities And Environmental Safety Reports (Page 3)
GSW Emergency Plan 2011
GSW Right to Know Training Examples
GSW Weather Emergency Procedures 2013
GSW Connect-ED
GSW Connect-ED Sign Up
GSW Public Safety Operations
GSW Public Safety Jurisdiction
GSW Public Safety Staff
GSW Public Safety Arrests and Incidents
GSW Clery Act Statistics
Southwestern Week Schedule 2010
GSW Dining Services
GSW Dining Services Health Scores Spring 2013
GSW Counseling Services
Students in Crisis Brochure
Southwestern Week Schedule 2008
Southwestern Week Schedule 2009
GSW Health Center
GSW Health Center General Info
GSW Health Center Staff
GSW Health Center Services
GSW Health Center Services (Page 3)
GSW SARS Health Alert
May 2013 GSW Student Health 101
GSW Residence Hall Policies and Procedures (Page 4)
GSW Residence Hall Policies and Procedures (Page 5)
GSW Residence Hall Policies and Procedures (Page 6)
The GSWeathervane 2013-14 (Page 42)
GSW Residence Life Maintenance
GSW Residence Life Staff
GSW Student Conduct Office
GSW Campus Judicial Process
GSW Mediation Process
GSW Alcohol Education
GSW Human Relations Council
GSW Diversity Statement
GSW Affirmative Action
GSW Sexual Harassment Training
GSW Faculty Handbook 2013-2014 (Page 47)
The GSWeathervane 2013-14 (Page 69)
GSW Campus Judicial Process Background
GSW Residence Life Mission
GSW Student Code of Conduct
The GSWeathervane 2013-14 (Page 59)
The GSWeathervane 2013-14 (Page 67)
3.11.3

Physical Resources: Physical facilities
The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment
☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Georgia Southwestern State University (GSW) operates and maintains 34 academic, auxiliary, administrative, student housing, and athletic buildings that total approximately 906,000 net square feet (see Campus Map and GSW Facilities Summary). These facilities adequately serve the needs of GSW's educational programs, academic and student support services, and community and public service activities. The facilities are well-maintained and enable GSW to achieve its mission (see GSW Mission). Each building used primarily for academic programs, academic support programs, or non-academic student support programs is listed below with the dates of its completion and last renovation, a brief description of the types of space in the building, and its net square footage. The list is arranged by primary use of the building; for more details about each building, see GSW Facilities Details.

Buildings Used Primarily by Academic and Academic Support Programs

Crawford Wheatley Hall (number three on the campus map) Crawford Wheatley Hall (CWH) was completed in 1912, and underwent an extensive renovation in 2003. CWH houses the School of Computing and Mathematics and has four classrooms, all of which are computer enabled and two of which have multiple computers, has three computer labs with ninety total computers, has seven faculty offices, has a conference room, and has two administrative offices. CWH is listed on the National Registry of Historic Places. CWH has 11,575 net square feet of usable space.

Collum Hall (number six on the campus map) Collum Hall (COL) was completed in 1951 and last renovated in 2011. COL houses the South Georgia College Entry Program and Student Support Services. The building has five classrooms, four of which are computer enabled, has two computer labs with forty-nine total computers, has four faculty offices, and has six administrative offices. COL has 14,141 net square feet of usable space.

Science Building (number thirteen on the campus map) The Science Building (SCI) was completed in 1965 and last renovated in 2011. SCI houses an administrative office for the Departments of Biology, Chemistry, and Geology and Physics; has five classrooms, four of which are computer enabled; has three laboratories (one Biology and two Chemistry); and has six faculty offices and one administrative office. SCI has 11,240 net square feet of usable space.

Joseph C. Roney Building (number fourteen on the campus map) The Joseph C. Roney Building (RON) was completed in 1969 and last renovated in 2010. RON houses some administrative offices for the Departments of Biology, Chemistry, and Geology and Physics; has five classrooms, three of which are computer enabled and one with thirteen computers; has a computer lab for Biology students with four computers; has five laboratories; and has twelve faculty offices and three administrative offices. RON also houses Agerton Observatory, which is outfitted with a 14" Schmidt-Casgrain reflecting telescope. Agerton Observatory is an integral part of classes in astronomy, and is periodically open to the public when conditions are favorable for viewing the planets. RON has 30,835 net square feet of usable space.

Jackson Hall (number fifteen on the campus map) Jackson Hall (JCK) was completed in 1956 and last renovated in 2005. JCK houses the Department of Music and has two classrooms, five music practice rooms, a performance space, a computer lab with fifteen computers, four faculty offices, and two administrative offices. The performance space in JCK is occasionally used by off-campus groups, and most events held there by on-campus groups, such as convocations and concerts, are open to the public. JCK has 16,208 net square feet of usable space.

Academic Center for Excellence (number sixteen on the campus map) The Academic Center for Excellence (ACE) was completed in 1962 and last renovated in 2012. Until summer 2012, ACE housed the School of Nursing, as well as the Academic Skills Center, and the building was known as the Nursing Building. When the first phase of the Rosalynn Carter Health and Human Sciences Complex was opened in summer 2012, the School of Nursing moved, and the building was rechristened ACE to reflect its new dedicated use. ACE now houses the Academic Resource Center, the Office of Career Services, the Administrative Offices of the College of Arts and Sciences, the English Language Institute, and the University Writing Center. ACE has five classrooms, one of which is computer enabled, a computer lab with twenty-nine computers, one faculty office, eight administrative offices, a conference room, an adult learner lounge, student study space, and four study carrels used for tutoring. ACE has 18,388 net square feet of usable space.

English Building (number seventeen on the campus map) The English Building (ENG) was completed in 1968 and last renovated in 2008. ENG houses the Department of English and Modern Languages and has thirteen classrooms, twelve of which are computer enabled and three of which are computer classrooms with fifty-five total computers; a computer lab with twenty-one computers; fifteen faculty offices; a conference room; two administrative offices; and a student lounge. ENG has 22,456 net square feet of usable space.

Business, History, and Political Science Building (number eighteen on the campus map) The Business, History, and Political Science Building (BHP) was completed in 1972 and last renovated in 2009. BHP houses the School of Business Administration, the Department of History and Political Science and the Office of Continuing Education. BHP has fourteen classrooms, twelve of which are computer enabled and one of which is a computer classroom with thirty-six computers; four administrative offices; two conference rooms; twenty-four faculty
offices and a student study/lounge area. BHP also houses GSW's computer hub. BHP has 31,736 net square feet of usable space.

James Earl Carter Library (number twenty on the campus map) James Earl Carter Library (JEC) was completed in 1969 and last renovated in 2003. JEC houses the administrative offices of the Library, and six staff offices, as well as space for the cataloguing, and processing of circulating library materials. JEC also has a computer classroom for library instruction, fourteen computer stations for accessing the library catalogues, fifty-one study carrels of various sizes, accommodating from one to eight students, sixteen study rooms, forty tables, twenty couches, and three hundred fifty-five chairs. JEC also has an art gallery space. Of course, the majority of the space in JEC is taken up by the Book, Periodical, Reference, and Government Document stacks. JEC maintains a cooperative agreement with the Lake Blackshear Regional Library and the South Georgia Technical College Library that allows valid users of either of these library systems to establish user privileges at JEC. JEC has 58,363 net square feet of usable space.

Fine Arts Building (number thirty-one on the campus map) The Fine Arts Building (FAR) was completed in 1981, was last renovated in 2004, and is scheduled for major renovation in 2013-15. FAR houses the Departments of Visual Arts and of Theater, Communication, and Media Arts. FAR has no traditional lecture classrooms, but instead has art studio space including a drawing studio, a glass blowing/sculpture studio, a ceramics studio, a printmaking studio, a painting studio, a photography studio, a digital image and video laboratory with 10 computers, and an art gallery. In addition, FAR has a proscenium theater space, dressing rooms, a green room, a scenery workshop, and a black box theater space that doubles as a classroom; FAR also has eight faculty offices, two administrative offices, and a loading dock. Both performance spaces in FAR are used by off-campus as well as on-campus groups. Performances and gallery exhibits in FAR are open to the public. FAR has 39,836 net square feet of usable space.

The Education Center (number thirty-two on the campus map) The Education Center (EDU) was completed in 1990 and last renovated in 2011. EDU houses the School of Education and the GSW Pre-Kindergarten Program (Pre-K). EDU has twenty-one classrooms, all of which are computer enabled and two of which double as computer labs with a total of forty-six computers; sixteen faculty offices; three administrative offices; a conference room; and a student lounge space. Pre-K is open to children of GSW students, faculty, and staff, and any additional spaces in the program are then open to the general public. EDU has 38,701 net square feet of usable space.

Rosalynn Carter Health and Human Sciences Complex Phase I (number forty-eight on the campus map) Rosalynn Carter Health and Human Sciences Complex I (HHS1) was completed in 2012. HHS1 houses the School of Nursing and the GSW Health Center. HHS1 has four classrooms, all of which are computer enabled; a computer lab with forty-one computers; three hospital simulation laboratories (counted as thirty separate labs on the Building Detail Inventory); four administrative offices; sixteen faculty offices; a conference room; and student lounge space. The GSW Health Center has a separate entrance with ambulance access and has a waiting room, seven examination rooms, medical laboratory space, and four administrative offices. HHS1 has 39,560 net square feet of usable space.

Rosalynn Carter Health and Human Sciences Complex Phase II (number forty-nine on the campus map) Rosalynn Carter Health and Human Sciences Complex II (HHS2) was completed in 2013. HHS2 houses the Department of Psychology and Sociology and the Rosalynn Carter Institute, one of GSW's primary public service units. HHS2 has five classrooms, one of which has 27 computers; two science laboratories, one for chemistry and one for biology; a computer lab with six computers; eleven administrative offices; eight faculty offices; two conference rooms; and student lounge space. HHS2 has 33,859 net square feet of usable space.

Buildings Used Primarily by Non-Academic Student Support Programs

Student Success Center (number forty on the campus map) The Student Success Center (SSC) was completed in 1967 and was significantly expanded in 2005. SSC houses the GSW Athletic Department, the School of Education's Department of Health and Human Performance, the Office of Student Affairs, and a student dining facility, the Cane's Den. SSC has the 2500 seat Convocation Hall that also serves as a basketball arena and the Intramural Gymnasium that is used for intramural sports, physical education classes, and other types of meetings. SSC also has seven classrooms, four of which are computer-enabled classrooms; a computer lab with thirteen computers; thirty-three administrative offices; three meeting rooms; three conference rooms; workout facilities; and some open to the public and some open only to athletes; recreational space including racquetball courts and climbing wall; locker room facilities; student lounge space; and a loading dock. Convocation Hall and the SSC meeting rooms are used by both on-campus and off-campus groups. SSC has 97,798 net square feet of usable space.

Marshall Student Center (number twenty-one on the campus map) Marshall Student Center (MSC) was completed in 1967 and was last renovated in 2010. MSC houses the campus dining facilities, the Campus Bookstore, the Campus Post Office, the Office of Student Accounts, and the Office of Business and Finance. Campus dining facilities in MSC include the student cafeteria, two private dining rooms, Java City coffee shop, and the C-Store, a convenience store. MSC has administrative, storage, and sales space for the Campus Bookstore and sorting and retail space for the Campus Post Office as well as a loading dock to accommodate these two operations. MSC also has student lounge space adjacent to Java City and the C-Store, a conference room and sixteen administrative offices used by Student Accounts and Business and Finance. The private dining facilities in MSC are used by both on-campus and off-campus groups. MSC has 26,493 net square feet of usable space.

Sanford Hall (number twenty-three on the campus map) Sanford Hall (SAN) was completed in 1931 and was last renovated in 2000. SAN houses the offices of the Registrar, Financial Aid, Disability and Testing Services, and Human Resources. In addition, SAN has testing facilities to accommodate students with learning disabilities, as well as a computer lab with 16 computers. SAN is listed on the National Registry of Historic Places. SAN has 18,405 net square feet of usable space.

Beth King Duncan Hall (number twenty-eight on the campus map) Beth King Duncan Hall is a residence hall that was completed in 1969 and last renovated in 2004. Duncan is currently vacant and was last used during the 2010-11 academic year (see Residence Life Four-Year Occupancy Report). Its future status is uncertain.

Lake House (number thirty on the campus map) The Lake House is a 2632 square foot recreational facility that was completed in 1942. The
Lake Southern is used by both on-campus and off-campus groups.

Southwestern Oaks I Residence Hall (number forty-one on the campus map) Southwestern Oaks I is a residence hall reserved for Freshmen students that was completed in 2007. Southwestern Oaks I has a capacity of 206 students and has had a Fall term occupancy rate between 92% and 98% from 2009-2012. Southwestern Oaks I also has student lounge space, computer lab space, and wifi access. Southwestern Oaks I has 48,860 net square feet of usable space.

Southwestern Oaks II Residence Hall (number forty-two on the campus map) Southwestern Oaks II is a residence hall for upperclassmen that was completed in 2007. Southwestern Oaks II has a capacity of 207 students and has had a Fall term occupancy rate between 89% and 98% from 2009-2012. Southwestern Oaks II also has student lounge space, two computer labs with six computers each, and wifi access. Southwestern Oaks II has 47,541 net square feet of usable space.

Southwestern Pines Residence Hall (number forty-three on the campus map) Southwestern Pines is a residence hall for upperclassmen that was completed in 2008. Southwestern Pines has a capacity of 237 students and has had a Fall term occupancy rate of 90% to 95% from 2009-2012. Southwestern Pines also has student lounge space, a computer lab with 12 computers, and wifi access. Southwestern Pines has 75,495 net square feet of usable space.

Southwestern Magnolia I and Magnolia II Residence Halls (numbers forty-six and forty-seven on the campus map) Southwestern Magnolia I and II are a pair of residence halls for upperclassmen that were completed in 2009. The two halls have a total capacity of 300 (150 each) and have had a Fall term occupancy rate of 88% to 92% from 2009-2012. The Magnolias also have student lounge space, two computer labs with four computers each, and wifi access. The Magnolias have 75,186 net square feet of usable space, 38,593 each.

GSW Education Program at Abraham Baldwin Agricultural College

GSW's School of Education operates a Bachelor of Science in Early Childhood Education at Abraham Baldwin College (ABAC) in Tifton, Georgia. ABAC is a state college member of the USG that offers associates degrees, as well as a limited number of bachelor's degrees, and that conforms to the same USG facilities and master planning policies as GSW. There are forty students currently in this program, all of whom are commuter students, although ABAC has residence hall facilities. The GSW program generally uses five to seven classrooms for the program each term, primarily scheduled in Conger Hall (number twenty-one on the ABAC campus map). Conger Hall is comparable to the academic buildings on GSW's campus, and the classrooms on ABAC's campus are comparable to GSW's computer enabled classrooms (see ABAC Master Plan 2006 p. 22, and pp.77-82). GSW students have access to the same support services as other ABAC students, including library (see CR 2.9 for more information about library services) and academic support services. ABAC was approved by SACSCOC for a level change to offer bachelors degrees in 2008.

Public and Community Service

As noted above, the Rosalynn Carter Institute, GSW's primary public service unit, is housed in the the Rosalynn Carter Health and Human Sciences building two.

The space formerly occupied by the Rosalynn Carter Institute (number five on the campus map) currently houses the Southwest Georgia offices of the Court Appointed Special Advocates Program (CASA). The building has seven administrative offices, and 3526 net square feet of usable space.

As noted above also, GSW operates a number of facilities that are used for performances and exhibitions open to the public, or are available for the use of outside groups. These facilities include Agerton Observatory in the Joseph C. Roney Building; the Music Performance Space in Jackson Hall; the gallery in the James Earl Carter Library; the proscenium theater, the black box theater, and the gallery in the Fine Arts Building; the Student Success Center; Marshall Student Center; the Lake House; and the Assembly Hall in Wheatley Administration Building (see GSW Facilities Details).

Campus Internet and Technology Services

GSW's high-speed network service to all buildings is provided by PeachNet and utilizes Internet2 technology. PeachNet is the statewide communications network supporting all USG Information Technology Services (ITS), including USG institutions and Georgia Public Library Service (GPLS) institutions. The PeachNet infrastructure is being enhanced by the ITS Network Services team with greater fault-tolerance and increased efficiency on an ongoing basis. PeachNet provides the campus with Internet2 access and supports four classes of quality of service (QoS) enabled traffic from highest to lowest priority: voice, video, PeachNet, and general Internet. PeachNet's high speed Internet access allows high quality real-time video conferencing for distance learning classes, inter-library services such as GALILEO, the Desire 2 Learn Learning Management System, and Georgia OnMyLINE, USG’s one-stop registration site for online courses and programs. Wireless Internet is provided for students, faculty, and staff in our residence halls, library, dining hall, coffee shop, Student Success Center, and in many of the instructional spaces on our campus.

The Office of Information and Instructional Technology (OIIT) continuously upgrades the hardware and software that supports learning and teaching on campus and online. Examples of major technology infrastructure upgrades in the last five years include the replacement of core router/switch devices that allows faster connection between GSW's two core devices and a greater range of capabilities for the campus network; the segmentation of the campus data network into manageable units to increase efficiency and security; and the creation of a separate network for the residence halls that creates greater security for the business network and reduces competition for bandwidth between business users and residential users. The network firewall was also upgraded and deep packet inspection filtering was added to manage accessible web content, thus reducing virus and malware infection and allowing for better enforcement of computer usage policies and copyright law. In 2010, GSW began migrating to Microsoft Exchange for campus email services because the existing Linux SendMail system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange
allowed for increased storage and enhanced services such as shared calendar, contact integration, and web-based connectivity. In addition to purchasing the necessary hardware and software, OIT had to configure user accounts in such a way that existing email service was not interrupted. In addition, existing email accounts had to be migrated from Eudora, which was no longer supported, to Outlook allowing client connectivity to the Microsoft Exchange environment. IT upgrades faculty-staff computers on a rotating basis at least every eight years using a priority list based on the age of faculty-staff machines. Public labs used by students are also upgraded on a rotating basis. OIT is currently upgrading all campus users to Office 2010 at request of the user, or by asking users if they want the upgrade at the time of repairs. OIT also maintains 31 computer labs and classrooms on campus (see GSW Computer Labs Page).

Capital Funding, Maintenance, and Facilities Planning

GSW's capital budget has decreased significantly the last two fiscal years, following the completion of the Rosalynn Carter Health and Human Sciences complex, falling from $958,211 in FY 2009 to $5000 for the last two fiscal years (see chart below, as well as USG Budget Summaries for FY 2009, FY 2010, FY 2011, FY 2012, FY 2013, and FY 2014). However, GSW has a plan to spend approximately $9.1 million between FY 2014 and FY 2018 on Major Renovation and Repair (MRR) projects. GSW has allocated approximately $600,000 for MRR in FY 2014, and has received a "Small Capital" allotment of approximately $1.95 million to renovate the Fine Arts Building (see BoR Minutes April 2013 and GSW Budget Presentation May 2013 p. 12 and p. 13).

![GSW Capital Budget FY 2009-FY 2014](image)

GSW has both preventive maintenance and deferred maintenance schedules that help ensure that maintenance priorities are identified and remedies are found for problems.

Board of Regents (BoR) Policy 9.2.2 requires that each University System of Georgia (USG) institution have a campus "master plan for campus development." GSW's first Facilities Master Plan was completed in 1997, covering a period of seven years through 2004. A second Facilities Master Plan was prepared in 2003 that covered the period through 2011. The current Facilities Master Plan was completed in 2010 and covers the period 2011-15. The process and the assumptions used in preparing the plan are discussed in the GSW Facilities Master Plan Presentation pp. 14-44.

GSW's Facilities Master Plan 2011 is predicated on a vision of increased enrollment with goals of a headcount of 4000 by 2015, and 5000 by 2020. In particular, the academic and academic support space are examined on pp. 15-30. The consultant's analysis led to the conclusion that the facilities existing in 2009 were adequate up to a headcount of 3000 with the exception of support space, and most to types of space remained adequate up to a headcount of 4000, excepting support and laboratory space (see Facilities Master Plan Presentation pp. 40-41). With the completion of the Rosalynn Carter Health and Human Sciences Complex, which contains additional laboratory space for nursing, biology, and chemistry, and the repurposing of the Academic Center for Excellence (formerly the Nursing Building) to house support services, both the challenges identified by the consultants have been addressed adequately given the headcount of 2973 in Fall 2012.

Sources (In Order of Appearance)

- GSW Campus Map 2013
- GSW Facilities Summary
- GSW Mission Statement
- GSW Facilities Details
- ABAC Conger Hall
- ABAC Campus Map
- ABAC Master Plan (Page 22)
- ABAC Master Plan (Page 77)
- GSW Computer Labs Page
- FY 2009 USG Budget Summary
- FY 2010 USG Budget Summary (Page 2)
Sources by 2020. In particular, remedies are found for problems.

Currently upgrading all campus users to Office 2010 at request of the user, or by asking users if they want the upgrade at the time of a priority list based on the age of faculty interrupted. In addition, existing email accounts had to be migrated from Eudora, which was no longer supported, to Outlook allowing client system was antiquated and not able to provide the capacity or services required by GSW faculty and staff. The migration to Exchange router/switch devices that allows faster connection between GSW's two core devices and a greater range of capabilities for the campus access allows high quality real

GSW's high gallery in the Fine Arts Building; the Student Success Center; Marshall Student Center; the Lake House; and the Assembly Hall in Wheatley

The space formerly occupied by the Rosalynn Carter Institute (number five on the campus map) currently houses the Southwest Georgia Sciences building two.

As noted above, the Rosalynn Carter Institute, GSW's primary public service unit, is housed in the the Rosalynn Carter Health and Human

ABC has residence hall facilities. The GSW program generally uses five to seven classrooms for

with four computers each, and wifi access. The Magnolias have 75,186 net square feet of usable space, 38,593 each.

Southwestern Magnolia I and Magnolia II Residence Halls

Southwestern Oaks II also has student lounge space, two computer labs with six computers each, and wifi access.

Sanford Hall

student lounge space adjacent to Java City and the C

serves as a basketball arena and the Intramural Gymnasium that is used for intramural sports, physical education classes, and other types of performance spaces in FAR are used by off

Arts. FAR has no traditional lecture classrooms, but instead has art studio space including a drawing studio, a glass blowing/sculpture studio,

privileges at JEC. JEC has 58,363 net square feet of usable

James Earl Carter Library

Building (BHP) was completed in 1972 and last renovated in 2009. BHP houses the School of Business Administration, the Department of

conference room; two administrative offices; and a student lounge. ENG has 22,456 net square feet of usable space.

Southwestern Pines has a capacity of 237 students and has had a Fall term occupancy rate of 90% to 95% from 2009

Southwestern Magnolia I Residence Hall

was completed in 2008. Southwestern Pines has a capacity of 237 students and has had a Fall term occupancy rate of 90% to 95% from

Southwestern Oaks I Residence Hall

last renovated in 2004. Duncan is currently vacant and was last used during the 2010

Sanford Hall

-
### 3.12 Substantive change

The institution notifies the Commission of changes in accordance, with the substantive change policy and, when required, seeks approval prior to the initiation of changes.

#### Judgment

- [ ] Compliance  
- [ ] Partial Compliance  
- [ ] Non-Compliance  
- [ ] Not Applicable

#### Narrative

Georgia Southwestern State University (GSW) has a policy on substantive change that ensures the institution's compliance with SACS-COC Substantive Change Policy. The policy defines potential substantive change, and requires that all potential substantive changes be reviewed by GSW's SACS-COC Liaison prior to the initiation of academic approval processes. The review ensures GSW's SACS-COC Liaison is aware of all potential substantive changes and can advise programs on the requirements for SACS-COC notification in specific cases.

The table below lists all the substantive change notifications in chronological order that GSW has sent to the Commission since August, 2003.

<table>
<thead>
<tr>
<th>Substantive Change</th>
<th>GSW Notification Date</th>
<th>SACS-COC Request For More Information</th>
<th>GSW Reply</th>
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</table>

#### Sources (In Order of Appearance)

- [ ] GSW Policy on Substantive Change  
- [ ] GSW Academic Approval Process Webpage  
- [ ] MSN Midwifery Notify January 2004  
- [ ] MSN Midwifery SACS-COC Prospectus Request February 2004
The table below lists all the substantive change notifications in chronological order that GSW has sent to the Commission since August, 2003.

<table>
<thead>
<tr>
<th>Notification Date</th>
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<tr>
<td>10/7/2008</td>
<td>BBA Online Notify April 2005</td>
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<td>6/24/2013</td>
<td>MSN Midwifery Withdraw Request February 2004</td>
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<td>5/10/2013</td>
<td>MSN Midwifery SACS-COC Acknowledge March 2004</td>
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<td>4/5/2005</td>
<td>BSN Online Notify June 2004</td>
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<td>8/8/2012</td>
<td>BSN Online SACS-COC Accept Notify October 2004</td>
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<td>2/12/2010</td>
<td>MSCS Online SACS-COC Notify 2004</td>
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<tr>
<td>3/1/2013</td>
<td>SACSCOC Reply MSCS May 2013</td>
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<td>BBA Online Notify April 2005</td>
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<td>10/30/2009</td>
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<td>BBA Online SACS-COC Accept Notify January 2010</td>
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<td>CS Online Cert SACS-COC Accept Notify October 2008</td>
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<td>8/1/2012</td>
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<td>2/12/2010</td>
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<td>10/30/2009</td>
<td>BBA PGM SACS-COC More Info Request January 2010</td>
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<td>BBA PGM GSW More Info March 2010</td>
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<td>10/30/2009</td>
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<td>10/30/2009</td>
<td>BA MUSC TC Reactivate Notify October 2009</td>
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<td>10/30/2009</td>
<td>BA MUSC Reactivate SACS-COC Accept Notify January 2010</td>
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<td>10/30/2009</td>
<td>MA ENGL Notify May 2010</td>
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<td>1+2+1 Programs Notify August 2008 (Page 2)</td>
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<td>10/30/2009</td>
<td>CARE Cert Notify October 2009 (Page 2)</td>
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</table>

The institution notifies the Commission of changes in accordance with the substantive change policy and, when required, seeks approval.
Sources aware of all potential substantive changes and can advise programs on the requirements for SACS by GSW's SACS Substantive Change Policy. The policy defines potential substantive change, and requires that all potential substantive changes be reviewed prior to the initiation of changes.

The institution notifies the Commission of changes in accordance, with the substantive change policy and, when required, seeks approval

### Substantive Changes

- **Revision of MSN Consortium Agreement**
- **Deactivation**
- **BBA in Professional Golf Management**
- **Master of Arts in English 25% Online**
- **Master of Science in Nursing Online**
- **Adult Learning Consortium**
- **Certificate in Caregiving**
- **Substantive Changes to Master in Nursing Leadership**
- **Master of Science in Nursing/Clinical with Teacher Certification**
- **Reactivation of Bachelor of Arts in Music Profession Golf Management**
- **1+2+1 Agreements with Chinese Universities**
- **Graduate Certificate in Computer Science**
- **Abraham Baldwin Agricultural College Bachelor of Business Administration in Administration Online**
- **Bachelor of Science in Education Online**
- **Online Bachelor of Science in Nursing Online**
- **Master of Science in Computer Science**
- **Bachelor of Business Administration Online**
- **Master of Science in Nursing Clinical Midwifery Withdraw Request February 2004**
- **1+2+1 SACSCOC Notification May 2013**
- **SACSCOC Acceptance 8 May 2013**
- **AAS Degrees Deactivation**
- **BS in History Deactivation**
- **Spanish Minor**
- **IT Cert SACS**
- **IT Cert Notification August 2012**
- **MA ENGL 25% Online Notify May 2012**
- **MSN SACS**
- **MSN Notify December 2011**
- **ALC SACS**
- **ALC More Info August 2010**
- **MA ENGL SACS**
- **MA ENGL SACS**
- **MA ENGL More Info July 2010**
- **MA ENGL SACS**
- **MED Change Notify October 2009**
- **MSN CLN Notify October 2009**
- **BA MUSC Reactivate SACS**
- **BBA PGM SACS**
- **BBA PGM Notify October 2009**
- **CS Online Cert SACS**
- **BSED ABAC SACS**
- **BBA NRM SACS**
- **BBAs Online SACS**
- **BBAs Online Notify August 2008**
- **BSED Online MGCS Notify April 2005**
- **BBA Online Notify April 2005**
- **SACSCOC Reply MSCS May 2013**
- **MSCS Online SACS**
- **BSN Online SACS**
- **BSN Online Notify June 2004**
- **MSN Midwifery SACS**
- **GSW Academic Approval Process Webpage**
- **GSW Policy on Substantive Change**
3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

☒ Compliant ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In addition to SACSCOC, Georgia Southwestern State University's School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and its School of Nursing by the National League for Nursing Accrediting Commission (NLNAC).

The School of Education's reaffirmed accreditation is scheduled for final approval by NCATE in February 2013 (see SoE NCATE External Review 2013). GSW's School of Education has neither had its accreditation terminated nor voluntarily withdrawn its accreditation.

The School of Nursing's accreditation was reaffirmed by NLNAC in March 2009. GSW's School of Nursing has neither had its accreditation terminated nor voluntarily withdrawn its accreditation.

GSW provides copies of the last self-studies submitted to NCATE and NLNAC, as well as GSW's Abbreviated Institutional Summary, to demonstrate that the institution describes itself consistently to each of these federally recognized agencies. The GSW School of Nursing's Master of Science in Nursing program applied for Council of Collegiate Nursing Education accreditation in July 2013 and GSW was also described consistently to this agency on p. 3 of the Self-Study Document. See also GSW's Accreditation webpage and the About GSW History Page.

Sources (In Order of Appearance)

- SoE NCATE External Review 2013
- BS_Nursing_CPR_ExternalReview_2009
- GSW SoE NCATE Institutional Overview 2012 (Page 1)
- GSW NLNAC Self-Study 2008 (Page 9)
- GSW Institutional Summary 2013
- MSN Initial Accreditation Report 2013 (Page 3)
- GSW Accreditation Page
- About GSW History
- GSW Accreditation Page
3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☒ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has dual-degree arrangements with 34 Chinese universities through a collaboration between the China Center for International Educational Exchange (CCIEE) and the American Association of State Colleges and Universities (AASCU). These are the only dual-degree arrangements that GSW currently has. GSW notified the Commission of these agreements in separate letters dated August 12, 2008; May 10, 2013; and August 2, 2013. GSW received SACSCOC approval for the initial group of notifications in a letter dated October 7, 2008. As of August 26, 2013, GSW had received no replies from SACSCOC regarding the letters dated 2013.

Each agreement defines the program in the following way:

The above-mentioned-parties have agreed upon the following definition of the 1 + 2+ 1 Dual-Degree Program under the essential prerequisite of mutual credit acceptance and transfer.

1. One year of study will be defined as equivalent to at least 30 semester hours in the credit system of U.S. partner universities.
2. During the first year of the program, Chinese students will complete their freshmen year in the Chinese partner university.
3. In the second and third year of the program, Chinese students will travel to the United States to complete their sophomore and junior years at one of the United States partner university.
4. In the fourth year of the program, students will return to China to finish their senior year at the Chinese partner university. Students completing all requirements of the program will be granted bachelor's degrees from both the U. S. partner university and the Chinese partner university.
5. All 1+2+1 Dual-Degree Program academic decisions are to be made solely between U.S. partner universities and Chinese partner universities (see Beijing Jiatong University Agreement p. 1).

The agreements also define the responsibilities of the Chinese universities participating in the CCIEE/AASCU program as well as those of their US university partners. Specifically, the Chinese universities provide transcripts to CCIEE and then CCIEE provides English translations of the transcripts that are used by their US partners to establish the transferable credit an incoming student has and whether a student who returns to China has fulfilled the degree requirements of the US partner when the US degree is awarded (see Anhui Normal University Agreement p. 2). Under the agreement, the US partners are responsible for providing their Chinese partners with an academic transcript of work completed at the US university as well as a plan for completion of the US degree. The US partners are also responsible for providing Chinese students "necessary course to achieve English proficiency" (see Anhui Normal University Agreement p. 3). The basic agreement template was altered somewhat in 2013, partially to allow US universities to comply with their accreditation regulations regarding the transferability of credit accepted from Chinese partner universities (see Henan Polytechnic Agreement p. 2). The basic academic arrangements for these agreements remain unchanged, however (see Henan Polytechnic Agreement pp. 2-3).

When a Chinese student comes to GSW under one of the institution’s 1+2+1 agreements, his or her transcripts are evaluated in the same way as any other transfer student. General education courses are evaluated by the transfer evaluation specialist in the Registrar's Office, who consults with academic personnel as necessary to ensure that transfer credit is awarded appropriately. CCIEE provides GSW with a standard transcript form that has been translated into English and that is used by GSW's transfer evaluation specialist (see 1+2+1 Incoming Transcript Examples from Fall 2008, Fall 2009, and Fall 2010). Note that we have randomly chosen an example student for the Fall 2008, the Fall 2009, and the Fall 2010 cohorts because only students from these three cohorts have earned degrees from GSW; the same three students have been used for all examples in this section. Any courses that may apply to degree requirements are evaluated by a person academically qualified in the discipline awarding the degree (see GSW Evaluation of Credit Form and 1+2+1 200808 Incoming Transcript Example p. 5). Credit accepted by GSW is coded in Banner as transfer credit accepted from an "International Post Secondary Institution" (see Banner transcripts for sample students from the Fall 2008 cohort, the Fall 2009 cohort, and the Fall 2010 cohort, which were chosen because only students from these three cohorts have earned degrees at GSW).

Since GSW has an English Language Institute that provides English proficiency instruction, most 1+2+1 students coming to GSW spend at least one semester in language proficiency classes before beginning their degree program (see Banner transcripts for sample students from the Fall 2008 cohort, the Fall 2009 cohort, and the Fall 2010 cohort).
When a Chinese 1+2+1 student leaves GSW, she or he applies for graduation from GSW as any other student would do one year in advance of her or his expected completion date (see GSW Undergraduate Bulletin p. 89). The Application for Graduation is backed up by an Advisor Check Sheet, which lists the courses that need to be completed, and an up to date curriculum sheet, that lists all the courses taken and applied towards the expected degree up to the date of applying for graduation (see also Graduation Sample 200808 p. 10 and p. 9; Graduation Sample 200908 p. 11 and p. 10; and Graduation Sample 201008 p. 14 and p. 9; note that these examples are the same students whose Banner transcripts were used above). The example from the Fall 2010 cohort includes a completed Course Substitution Form signed by the Dean of the School of Computing and Mathematics, which was necessary for major course requirements to be taken at the Chinese partner institution after the student left GSW (see Graduation Sample 201008 p. 12). The complete Application for Graduation including the student application, the advisor check sheet, and the updated curriculum sheet function as the degree plan that the Chinese student takes home, since the advisor check sheet shows courses that needed to complete the degree.

Before a Chinese 1+2+1 student is awarded a degree, a final check is performed by the Registrar's Office using the transcript provided by GSW's Chinese partner and the Curriculum Sheet for the degree sought (see Fourth Year Transcript Example for the Fall 2008, Fall 2009 and Fall 2010 cohorts). The completed GSW Remaining Graduation Requirements Form verifies that a student has met the requirements for a degree from GSW (see Graduation Sample 200808 p. 4 and p. 5, Graduation Sample 200908 p. 4 and pp.5-6, and Graduation Sample 201008 p. 4 and p. 5). In practice, most 1+2+1 students who receive a degree from GSW earn closer to two thirds than to one half of their credit towards the degree from GSW (see 200808 Cohort Example p. 4, 200908 Cohort Example p. 5 and 201008 Cohort Example p. 5).

Review of Agreements

GSW granted its first three 1+2+1 degrees to Chinese students in Spring 2011 and by the end of the 2011-12 academic year, GSW had granted a total of twelve degrees to students from seven different Chinese Universities. During the 2012-13 academic year, GSW therefore began a review of the sixteen 1+2+1 agreements that were signed in 2007. The reviews were intended to answer three primary questions: were the agreements viable, what problems were presented by the agreements, and should GSW renew the agreements for an additional five years? See also GSW Collaborative Academic Arrangement Policy.

Data on the retention, progression and graduation of 1+2+1 students in the 2008, 2009, 2010, 2011 and 2012 Cohorts was compiled by the Associate Vice President of Academic Affairs with assistance from the Assistant to the Dean of the School of Business and the Director of Institutional Effectiveness and Planning (see 1+2+1 Agreement Cohort Data). This data was presented to the Deans' and Directors' Council at its regular meeting July 31, 2013. The Deans and Directors determined that the programs are viable from an academic perspective and asked the Vice President of Academic Affairs to take the question of financial viability to the Administrative Council. The Deans and Directors did not recommend pursuing renewal of agreements with the six Chinese Institutions that have not sent any students to GSW, but did recommend renewal of the other agreements. The Deans agreed that 1+2+1 students contribute positively to GSW's diversity; however, some concern was expressed that levels of English language proficiency and of commitment to making adequate progress towards a degree have declined in the last couple of cohort years (see Deans' and Directors' Council Minutes, July 31, 2013 p. 1). The Vice President of Academic Affairs agreed to take the data and Deans' recommendations and data analysis to GSW's Administrative Council.

The Administrative Council met on August 13, 2013 and discussed GSW's participation in these 1+2+1 programs as requested by the Deans' and Directors' Council. After a lengthy discussion, the council decided to continue GSW's participation in these agreements by renegotiating all the agreements that were up for review this year, including those with institutions that have not sent students to GSW (see Administrative Council Minutes August 13, 2013).
<table>
<thead>
<tr>
<th>Chinese Institution</th>
<th>Date of Agreement Implementation (Fall Term)</th>
<th>Agreement Review Date</th>
<th>Degrees Awarded</th>
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<td>Anhui Normal University</td>
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<td>BBA in Accounting (1)</td>
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<td>Beijing Jiaotong University</td>
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<td>Changshu Institute of Technology</td>
<td>2007</td>
<td>2013</td>
<td>BBA in Marketing (1)</td>
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<td>Chongqing University</td>
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<td>BS in Mathematics (1)</td>
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**Sources** (In Order of Appearance)

- 1+2+1Notify_August2008 (Page 2)
- 1+2+1 SACSCOC Notification May 2013
- SACSCOC 1+2+1 Notification August 2013
- 1+2+1SACSCOC_Reply_October2008
- Beijing Jiaotong University 1+2+1
- Anhui Normal University 1+2+1 (Page 2)
- Anhui Normal University 1+2+1 (Page 3)
- Henan Polytechnic 1+2+1 (Page 2)
- 1+2+1 200808 Incoming Transcript Example
- 1+2+1 200908 Incoming Transcript Example
- 1+2+1 201008 Incoming Transcript Example
- GSW Evaluation of Credit Form
- 1+2+1 200808 Incoming Transcript Example (Page 5)
- 200808 Cohort 1+2+1 Example (Page 3)
- 200908 Cohort 1+2+1 Example (Page 3)
- 201008 Cohort 1+2+1 Example (Page 3)
- GSW UG Bulletin 2013-14 (Page 89)
- GSW Student Graduation Application
- GSW Advisor Graduation Check Sheet
- Graduation Sample 200808 (Page 10)
3.13.3  

Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions  

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment  
☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative  

Georgia Southwestern State University (GSW) has two well-publicized procedures for addressing student complaints (one for Academic Issues and one for Non-Academic Issues). These student complaint procedures are outlined in the GSWeathervane Student Handbook, and the Procedure for Academic Issues is also published in the GSW Faculty Handbook pp. 160-62. The GSWeathervane is available to students on the web (see GSWeathervane link). Distance Learning Students not only have access to the online GSWeathervane, but are also provided with access to the contact information for department chairs, deans, directors, and vice presidents on a page linked to GSW's Distance Learning web page (see GSW Current Student Problem Resolution). GSW's log of Academic Complaints is kept in the Office of Academic Affairs, and its log of Non-Academic Complaints is kept in the Office of the Assistant Dean of Students. Copies of complaints and responses to complaints are kept at the point of origin and in offices where subsequent appeals may be lodged as necessary. GSW will make its complaints logs available upon request.

Sources (In Order of Appearance)  

- GSWeathervane 2013-14 (Page 80)  
- The GSWeathervane 2013-14 (Page 84)  
- GSW Faculty Handbook 2013-2014 (Page 160)  
- GSWeathervane  
- GSW Current Student Problem Resolution  
- Current Student Problem Resolution
3.13.4.a

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

a. An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Judgment

☐ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Georgia Southwestern State University includes discussion of issues related to distance learning programs under the following requirements and standards:

- CR 2.8
- CR 2.9
- CR 2.10
- CR 2.11.2
- CS 3.3.1.1
- CS 3.3.1.2
- CS 3.3.1.3
- CS 3.3.1.4
- CS 3.4.1
- CS 3.4.2
- CS 3.4.3
- CS 3.4.5
- CS 3.4.9
- CS 3.4.10
- CS 3.4.11
- CS 3.4.12
- CS 3.7.1
- CS 3.7.2
- CS 3.7.3
- CS 3.7.5
- CS 3.8.1
- CS 3.8.2
- CS 3.9.1
- CS 3.9.2
- CS 3.11.3
- FR 4.1
- FR 4.2
- FR 4.3
- FR 4.5
- FR 4.6
- FR 4.8.1
- FR 4.8.2
- FR 4.8.3
- FR 4.9
3.13.4.b

Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements

b. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) is a unit of the University System of Georgia (USG). In 1931, GSW and other state-supported institutions of higher education organized into the USG, under the jurisdiction of the Georgia Board of Regents (BoR). The Georgia State Constitution grants the BoR the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate; government, control, and management of the University System of Georgia and all of the institutions in said system; and the power and authority to allocate and distribute all funding from the State of Georgia among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system (see Georgia Constitution). The BoR acts as the Board of Trustees for all its units setting policy and ensuring the financial stability of USG and its units by securing funding from the State of Georgia, and setting tuition and fees for the system.

The BoR appoints a Chancellor who is chief administrative officer of the University System as well as the chief executive officer of the Board of Regents. The BoR also appoints the presidents of each institution to act as the executive head of the institution and of all its departments, and to exercise such supervision and direction as will promote the effective and efficient operation of the institution. The presidents are responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the BoR and the Chancellor (see BoR Organizational Chart).

USG Mission Statement

The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent undergraduate general education and first-rate programs leading to associate, baccalaureate, masters, professional, and doctorate degrees; by pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and by bringing these intellectual resources, and those of the public libraries, to bear on the economic development of the State and the continuing education of its citizens.

Each institution in the University System of Georgia will be characterized by:

- A supportive campus climate, leadership and development opportunities, and necessary services and facilities to meet the needs of students, faculty, and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education; and
- A commitment to sharing physical, human, information, and other resources in collaboration with other System institutions, the public libraries, state agencies, local schools, and technical colleges to expand and enhance programs and services available to the citizens of Georgia.

As of 2013, there were thirty-one institutions in the USG divided into five categories: Research Universities, Regional Universities, State Universities, State Colleges, and Two-Year Colleges. Georgia Southwestern is one of thirteen State Universities, which share the following Core Mission:

Within the context of the University System’s mission and vision, Albany State University, Armstrong Atlantic State University, Augusta State University, Clayton College & State University, Columbus State University, Fort Valley State University*, Georgia College & State University, Georgia Southwestern State University, Kennesaw State University, Savannah State University, Southern Polytechnic State University, University of North Georgia, and University of West Georgia share core characteristics as state universities. While these universities all embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each also to focus on its own distinctiveness and accomplishments.

The core characteristics include:

- a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared student body, promotes high levels of student achievement, offers
academic assistance, and provides developmental studies programs for a limited student cohort;

- a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected master’s and educational specialist degrees, and selected associate degree programs based on area need and/or interinstitutional collaborations;
- a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university’s scope of influence;
- a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and area need.

Each institution within the USG also has an institutional mission statement that relates to its institutional type and to the needs of the area of the state that it serves (see GSW Mission).

Operating Procedures

As noted above, the BoR sets the annual budget, and makes policy for the USG, while the Chancellor and the chief executive officers of the units within the system implement the board’s budget and policy decisions. With budget allocations, the BoR decides how much each institution will receive and what level of tuition and fees it will charge, while the presidents, chief financial officers, and budgets managers at the institutional level decide how to allocate funding specifically on each campus. At the USG Level, the Budget Process is overseen by the Executive Vice Chancellor or Administration. The USG's Chief Audit Officer examines each USG institution's audit, performed by the Georgia Department of Audit Services, annually. As with budget decisions, the BoR makes general policies for the operation of the USG, while the presidents and other administrative officers of the institutions articulate how the policies will be implemented at the institutional level, oversee the daily operation of the institution, and report on institutional policies and operations to the Chancellor and other administrative officers of the USG. At the USG level, the Chief Academic Office and Executive Vice Chancellor oversees policy implementation for most areas including Academic Affairs, Faculty Affairs, and Student Affairs. Throughout this compliance document, many narratives refer both to BoR/USG policy and procedure and to GSW policy and procedure. This is particularly true of the narratives for requirements and standards addressing to institutional governance, finances, and policy. A specific example of how policy review, revision, and implementation works may be found in the next section of this narrative.

USG Core Implementation 2008-12

This example illustrates how BoR Policy is reviewed, revised and implemented by member institutions, specifically illustrating that policy review and revision are a joint activity between the BoR and representatives of its member institutions, and that policy implementation and day-to-day operation occurs at the individual institutions.

The first priority of the current USG Strategic Plan is to “renew excellence in undergraduate education to meet students’ 21st century educational needs.” Among the actions proposed to accomplish this strategic goal was a review and revision of the USG core curriculum framework, which governs most of the first two years of undergraduate study at USG institutions. This action was to be accomplished in the following way:

- Establish core curriculum evaluation committee.
- Identify strengths and weaknesses of the current core.
- Establish innovative mechanisms for input into committee’s deliberations and recommendations.
- Conduct System-wide faculty survey on current core effectiveness.
- Establish a set of overarching learning goals to guide institution’s student learning outcomes and core reform.
- Submit committee report.
- Assist campuses in developing and assessing specific student learning outcomes that address the broader learning goals.

The core curriculum evaluation committee, consisting of faculty and administrators representing all institutional types within the USG (Research Universities, Regional Universities, State Universities, State Colleges, and Two-Year Colleges) as well as staff from the Chancellor’s Office of Academic Affairs, was appointed in 2008 to complete the task of proposing a revised core curriculum policy for the USG, which was approved by the BoR in October 2009. At all stages of the policy review and revision process, the faculty and administrators of member institutions were kept informed of progress and solicited for input by means of a USG maintained website, a listserv, and a blog. In addition, members of the committee made presentations on the review and revision process to the Regents’ Administrative Committee on Academic Affairs, a committee consisting of Provosts and Vice Presidents of Academic Affairs from all USG institutions. Meanwhile, the USG Vice Chancellor of Academic Affairs kept the Board of Regents informed of the progress of the process.

The policy approved by the Board of Regents in October 2009 allows greater flexibility than the previous policy so individual USG institutions can align their General Education components their individual missions and strategic plans. The policy also helps ensure that USG institutions are in compliance with SACSCOC Comprehensive Standard 3.5.1 by requiring each institution to establish college level learning outcomes for its Core curriculum and plans for assessing its Core. The plan for implementing this new policy went to the Presidents, Provosts, and Vice Presidents of Academic Affairs at all USG institutions in Spring 2010 and required each institution to review its Core curriculum for compliance with the new policy and for alignment with the institution’s mission and to establish college-level learning outcomes for each area of the Core for implementation in Fall term 2011 by four-year institutions. Proposed learning outcomes were reviewed and approved by the USG’s Council on General Education, which represents USG institutions on matters relating to the Core curriculum (see Council bylaws). The role of the Council on General Education was to advise institutions and ensure that proposed learning outcomes are college-level, not to dictate what the learning outcomes should be or how many there should be for each area.

At GSW, a committee was appointed under the leadership of the Dean of Arts and Sciences to review the Core curriculum and to propose learning outcomes for each Core area. This committee completed its work during the 2010-11 academic year, and GSW’s Learning Outcomes were approved by the USG Council on General Education during summer 2011. Another committee under the joint leadership of
the Dean of Arts and Sciences and the Dean of Computing and Mathematics has drafted and implemented an assessment plan for the revised GSW Core (see GSW Core Assessment Plan).

**Sources** (In Order of Appearance)

- Georgia State Constitution (Page 63)
- BoR Org Chart 2013
- GSW Current Mission Statement
3.13.5.a

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Georgia Southwestern State University has no branch campuses.
3.13.5.b

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country. No response required by institution.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University has no autonomous units, since its one off-campus site houses only a Bachelor of Science in Education program.
3.14

**Representation of status with the Commission: Publication of accreditation status**

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

**Judgment**

- Compliance
- Partial Compliance
- Non-Compliance
- Not Applicable

**Narrative**

Georgia Southwestern State University represents its accredited status as specified in the 2012 edition of the SACS COC Principles of Accreditation. The following statement,

> Georgia Southwestern State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, and specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgia Southwestern State University

is published on About GSW Accreditation Page of the GSW website. The statement is also published in the Undergraduate Bulletin p. 11 and Graduate Bulletin pp. 9-10.

**Sources (In Order of Appearance)**

- About GSW Accreditation Page
- GSW UG Bulletin 2013-14 (Page 11)
- GSW Graduate Bulletin 2013-14 (Page 9)
- About GSW Accreditation Page
4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) monitors and evaluates student achievement in a variety of ways at both the institutional level and at the academic unit level. At the institutional level, enrollment data; retention, progression, and graduation rates (RPG); job placement; and grade distributions are tracked and analyzed. At the academic unit level, enrollment data, RPG, and grade distributions are also considered, as well as other measures of degree outcome success, including job placement, licensure success, and program outcome assessment.

The Director of Institutional Research produces enrollment data and RPG rate data both for the institution as a whole and by program. The institutional data is shared with the University System of Georgia (USG), and becomes part of USG Data Mart. Through the end of 2012, job placement data was tracked by the Office of Career Services using various survey instruments, but response rates were disappointing. Therefore, the Office of Academic Affairs began administering a preliminary job placement survey at GSW’s spring 2013 graduation ceremony, designed to generate data on job placement of new graduates and to collect contact information for use in administering placement and academic quality surveys one year and five years after graduation. The table below provides a list of the enrollment, RPG and job placement data generated for primarily for 2010-11, 2011-12, and 2012-13, but in some cases including data from previous years as well.

<table>
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<th>Enrollment Data</th>
<th>RPG Data</th>
<th>Job Placement Data</th>
<th>Grade Distributions</th>
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<td>GSW Total Enrollment Trends Fall 2003-2012</td>
<td>GSW Institutional Retention Rate through Fall 2011 Cohort</td>
<td>GSW Career Services Employment Survey May 2012</td>
<td>GSW Freshman Cohort Grade Distribution Fall 2003-2012</td>
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<td>GSW New Student Enrollment Trends Fall 2003-12</td>
<td>GSW First Year Retention by Major through 2000-11</td>
<td>GSW Career Services Employment Survey Dec 2012</td>
<td>GSW Fall 2010 grade distribution report</td>
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<td>GSW Graduate Major Trends 2005-12</td>
<td>GSW First Year Retention Charts Fall 2000-11 by Major</td>
<td>GSW Graduation Survey May 2013</td>
<td>GSW Fall 2011 grade distribution report</td>
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<td>GSW UG Major Trends 2005-12</td>
<td>USG Progression 2006 Cohort</td>
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<td>GSW Fall 2012 Grade Distribution Report</td>
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<td>USG 4- and 5-Year Grad Rates 2006 Cohort</td>
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Institutional Evaluation of Achievement

GSW's institutional evaluation of student achievement focuses primarily on enrollment data and retention, progression, and graduation rates (RPG). During the 2009-10 academic year, the GSW President formed a Retention and Graduation Task Force to set targets for these measures, and to suggest strategies for reaching the targets. The 2010 Report by the Retention and Graduation Task Force analyzed the challenges to improving retention and graduation that GSW faces (see pp. 1-7), and proposed a three-year improvement plan (see pp.8-10). The 2011 Report by Retention and Graduation Task Force reported progress on the improvement plan.

During 2012, the University System of Georgia (USG) initiated Complete College Georgia (CCG) as part of the Complete College America initiative. As a result of CCG, the GSW Retention and Graduation Task Force morphed into the GSW CCG task force. The CCG Task Force took a fresh look at GSW's RPG data (see pp. 1-3 of GSW CCG Report 2012) and proposed an updated improvement plan with goals and strategies for improvement (see GSW CCG Report 2012 pp. 3-12) as well as plans for implementation and ongoing evaluation (see GSW CCG Report 2012 pp. 13-16). GSW's CCG Report 2013 details progress on the CCG improvement plan in section two and also reports in section three strategies not included in the original plan. As GSW collects more job placement data on its graduates, the data will be analyzed and incorporated into future CCG plans (see GSW Graduation Survey May 2013).

Institutional data is also reviewed and analyzed by the Deans' and Directors' Council, which is convened by the Vice President of Academic Affairs and includes the Deans of Arts and Sciences, of Business Administration, of Computing and Mathematics, of Education, of the Library, and of Nursing, as well as the Associate Vice President of Academic Affairs, the Director of Institutional Effectiveness and Planning, and the Executive Director of the Rosalynn Carter Institute. See the Deans' and Directors' Council minutes for March 15, 2011 and October
5, 2011.

Academic Program Evaluation of Achievement

Each academic degree program at GSW sets achievement targets for program learning outcomes at program exit; these targets are used to identify areas for improvement within programs. Outcome measures take a variety of forms including state licensing examinations, student portfolios, and nationally normed achievement tests, such as the Educational Testing Service’s Major Field Test (ETS MFT). The table below shows the current assessment plans for each program including outcomes and outcome measures as well as the achievement targets where appropriate.

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Plan with Outcome Targets</th>
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<td>Bachelor of Arts (BA) Dramatic Arts</td>
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<td>BA ENGL Assessment Plan 2013</td>
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<td>BA in Music</td>
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<td>BA in Psychology</td>
<td>BA PSYC Assessment Plan 2013</td>
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<td>BA in Visual Arts</td>
<td>BA VART Assessment Plan 2013</td>
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<td>Bachelor of Business Administration</td>
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<td>Bachelor of Fine Arts in Visual Arts</td>
<td>BFA VART Assessment Plan 2013</td>
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<td>Bachelor of Science (BS) in Biology</td>
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<tr>
<td>BS in Computer Science</td>
<td>BS CS Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS GEOL Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>BSIT Assessment Plan 2013</td>
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<tr>
<td>BS in Mathematics</td>
<td>BS MATH Assessment Plan 2013</td>
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<tr>
<td>BS in Nursing</td>
<td>BS NURS Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>BS POLS Assessment Plan 2013</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>BS PSYC Assessment Plan 2013</td>
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<tr>
<td>BS in Sociology</td>
<td>BS SOCI Assessment Plan 2013</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>BS ED Assessment Plan 2013</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Education</td>
<td>BS FINE Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Arts in English/Critical Literacy</td>
<td>MA ENGL Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>MBA Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>MS CS Assessment Plan 2013</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>MSN Assessment Plan 2013</td>
</tr>
<tr>
<td>Master of Education (through 2012-13)</td>
<td>MED Program Assessment Plan through 2013</td>
</tr>
<tr>
<td>Master of Education (beginning 2013-14)</td>
<td>MED Program Assessment Plan 2013-14</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>EDS Program Assessment Plan 2012-inactive</td>
</tr>
</tbody>
</table>

Academic programs also monitor enrollment, RPG, and grade distribution data that is provided by the Director of Institutional Research to academic unit heads in disaggregated form. Academic programs report results, analysis of results, and actions taken to improve results annually in various parts of the academic unit's annual report. Enrollment, RPG, and grade distribution data are typically reported in section one, “The State of the Unit,” of the annual report, while outcomes data is found in section three, “Annual Assessment Summary,” (see GSW Annual Report Template, especially Directions pp. 7-8). Analysis of long data trends also occurs in Comprehensive Program Reviews (CPR) performed periodically by each academic unit (see GSW CPR Process, especially p. 2). The examples below demonstrate monitoring of enrollment, RPG, and grade distribution data as well as of outcomes data. The examples are designed to be representative of both types of degrees and academic units, as well as types of outcome measures.

Bachelor of Arts (BA) in Dramatic Arts

The Department of Theater, Communications, and Media Arts reports and analyzes data reported both by the Higher Education Arts Data Service (HEADS) and the GSW Office of Institutional Research (see TCMA Annual Report 2012 p. 2 on HEADS Data and p. 5 on Retention and Graduation and TCMA Annual Report 2013 p. 2 on HEADS Data). In addition, the BA in Dramatic Arts students amass a capstone portfolio that is assessed, reported, and analyzed annually (see TCMA Annual Report 2012 p. 12 Annual Assessment Summary and TCMA Annual Report 2013 p. 12 Annual Assessment Summary).

BA in English

The Department of English and Modern Languages uses two forms of measuring student achievement in the BA in English Program: standardized testing and student portfolios. Students take the ETS MFT in Literature in English twice, once on during their sophomore year and once during their senior, and scores for cohorts of students are compared. Students also take ENGL 4965 Senior Capstone Seminar in which individual students prepare portfolios of work that demonstrate their levels of attainment on selected program learning outcomes. In addition, students who are in the program track that leads to secondary teacher certification also take the Georgia Assessments for the Certification of Educators Subject Tests (GACE II). Results of each outcome measure are reported and analyzed annually (see E&ML Annual Report 2012 p. 5 Assessment Summary and E&M Annual Report 2012 p. 8 Annual Assessment Summary of BA Program). See also GACE II Results Summary 2007-12.

BA in History

The Department of History and Political Science uses a capstone project to measure student achievement in its BA in History Program. Students prepare a capstone project in HIST 4000 Historiography that has both a written and a presentation component, both of which are assessed by more than one faculty member. Since the BA in History has a track leading leading to secondary teacher certification, the GACE II scores of its students are also part of its capstone assessment (see HAPS Annual Report 2012 p. 15 Annual Assessment Summary,
as well as p. 4 on Retention and Graduation, and HAPS Annual Report p. 11 Annual Assessment Summary).

BA and Bachelor of Fine Arts in Visual Arts

The Department of Visual Arts houses two degree programs, and the department analyzes and reports on RPG data annually (see VART Annual Report 2012 page 3 on Retention and Graduation). All program completers are required to mount a senior gallery exhibition that is assessed by department faculty. Since students are also required to exhibit during sophomore and junior years, productive comparisons can be made to discern the progress of individual students and cohorts of students (see VART Annual Report 2012 p. 12 Senior Exhibitions and VART Annual Report 2013 p. 13 on Senior Exhibits).

BA in Psychology and Bachelor of Science (BS) in Psychology and Sociology

The Department of Psychology and Sociology houses three degree programs and measures student achievement similarly in all three. The Psychology faculty and the Sociology faculty analyze and report on RPG data for their respective programs (see PSYC-SOCI Annual Report 2012 Page 2). In addition, each of the three programs uses an ETS MFT to assess the achievement of program completers: the ETS MFT in Psychology for the BA and the BS in Psychology, and the ETS MFT in Sociology for the BS in Sociology (see PSYC-SOCI Annual Report 2012 p. 12 for Psychology results and p. 19 for Sociology results and PSYC-SOCI Annual Report 2013 p. 7 for Psychology results and p. 17 for Sociology results).

BS in Biology

The Department of Biology uses the ETS MFT in Biology to measure the achievement of students completing the BS in Biology Program (see BIOL Annual Report 2012 p. 5 Annual Assessment Summary and BIOL Annual Report p. 5 Annual Assessment Summary).

BS in Chemistry

The Department of Chemistry uses the American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) to measure the achievement of students completing the BS in Chemistry Program (see CHEM 2012 Annual Assessment Summary and 2013 Annual Assessment Summary).

BS in Geology

The Department of Geology and Physics uses a senior thesis project to measure the achievement of students completing the BS in Geology Program (see GEOL Annual Report 2012 p. 8 on senior thesis results and GEOL Annual Report 2013 p. 8 on senior thesis results).

School of Computing and Mathematics

The School of Computing and Mathematics considers RPG data from the GSW Office of Institutional Research and develops plans to improve those results (see SoCM Annual Report 2012 page 7 on RPG results and page 11 on improvement plans; see also SoCM Annual Report 2012 page 25 Annual Assessment Summary).

School of Education

The School of Education measures the achievement of students exiting its Bachelor of Science in Education in two ways: GACE II licensing exam results and student portfolios. Candidates for teacher certification in Georgia must have not only an appropriate college degree, but must also pass the GACE II exam. The School of Education monitors the results of its students, as well as the results of student in the teacher certification tracks in BA and BS Programs (see GSW GACE II Summary 2007-2013). During the final semester of their program while they are student teaching, teacher certification candidates create a portfolio designed to demonstrate their level of mastery of the program learning outcomes for teacher certification, and these portfolios are assessed by Education Faculty from GSW (see GSW EDUC Portfolio Results 2010-11, GSW EDUC Portfolio Results 2011-12, and GSW EDUC Portfolio Results 2012-13). See also SoE Annual Report 2012 p. 4 on Retention and Graduation and p. 13 Annual Assessment Summary and SoE Annual Report 2013 p. 16 Annual Assessment Summary.

School of Nursing

The School of Nursing monitors both its RPG results and first-time taker results of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for its graduates (see SoN Annual Report 2012 p. three on Retention and Graduation and SoN NCLEX-RN Results 2005-12, and SoN Annual Report 2013 p. 2 on NCLEX Results). In addition, see SoN Annual Assessment Summary 2012 and SoN Annual Assessment Summary 2013.

Comprehensive Program Review

Each degree program at GSW undergoes a periodic CPR that addresses the productivity, quality, and viability of the program. In the process used prior to 2011, a section of the program's self-study was devoted to program productivity that included retention and graduation data (see GSW CPR Process Prior to 2011 pp. 3-4). The process used since 2011 also addresses RPG data (see GSW CPR Process 2011- p. 2). The table below contains links to the most recent CPR self-study for each program that open to the appropriate pages in the self-study. For programs with external accreditation, the periodic renewal of accreditation serves as the program's CPR, and since the accrediting agencies that review GSW programs do not address RPG data per se, the most recent CPRs for programs in the School of Business Administration, the School of Education, and the School of Nursing have not been included. The Master of Arts in English/Critical Literacy is scheduled for its initial CPR in the 2018-19 academic year, so it has not been included in the table either.
<table>
<thead>
<tr>
<th>Program</th>
<th>Most Recent CPR Self-Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) Dramatic Arts</td>
<td>BA, Drama, OSC, CPR, Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BA in English</td>
<td>BA, English, CPR, Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BA in History</td>
<td>BA, History, CPR, Self-Study 2006 (Page 7)</td>
</tr>
<tr>
<td>BA in Music</td>
<td>BA, Music, CPR, Self-Study 2007 (Page 6)</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>BA, Psychology, CPR, Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BA in Visual Arts</td>
<td>BABFA, VisualArts, CPR, Self-Study 2007 (Page 2)</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Visual Arts</td>
<td>BABFA, VisualArts, CPR, Self-Study 2007 (Page 2)</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BS, Biology, CPR, Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>BS, Chemistry, CPR, Self-Study 2011 (Page 5)</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>BS, Computer Science, CPR, Self-Study 2006-07 (Page 5)</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS, Geology, CPR, Self-Study 2007 (Page 6)</td>
</tr>
<tr>
<td>BS in Information Technology</td>
<td>BS, Information Technology, CPR, Self-Study 2006-07 (Page 6)</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>BS, Mathematics, CPR, Self-Study 2006 (Page 6)</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>BS, Political Science, CPR, Self-Study 2006 (Page 7)</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>BS, Psychology, CPR, Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>BS, Sociology, CPR, Self-Study 2007 (Page 5)</td>
</tr>
<tr>
<td>Master of Science (MS) in Computer Science</td>
<td>MS, Computer Science, CPR, Self-Study 2006 (Page 6)</td>
</tr>
</tbody>
</table>

**Sources** (In Order of Appearance)

- GSW Total Enrollment Trends Fall 2003-2012
- GSW Institutional Retention Rate through Fall 2011 Cohort
- GSW Career Services Employment Survey May 2012
- GSW Freshman Cohort Grade Distribution Fall 2003-2012
- GSW New Student Enrollment Trends Fall 2003-12
- GSW First Year Retention by Major through 2000-11
- GSW Career Services Employment Survey Dec 2012
- GSW Fall 2010 grade distribution report
- GSW Graduate Major Trends 2005-12
- GSW First Year Retention Charts Fall 2000-11 by Major
- GSW Graduation Survey May 2013
- GSW Fall 2011 grade distribution report
- GSW UG Major Trends 2005-12
- USG Progression 2006 Cohort
- GSW Fall 2012 Grade Distribution Report
- USG Progression 2007 Cohort
- USG Progression 2008 Cohort
- USG Progression 2009 Cohort
- USG Progression 2010 cohort
- GSW Institutional Six-Year Graduation Rates 1985-2006
- USG 4- and 5-Year Grad Rates 2006 Cohort
- USG 4- and 5-Year Grad Rates 2007 Cohort
- USG Four-Year Graduation Rate 2008 Cohort
- GSW Graduate Degree Completion Trends 2000-12
- GSW UG Degree Completion Trends 2000-12
- GSW RPG Report 2010
- GSW RPG Report 2010 (Page 8)
- GSW RPG Report 2011
- GSW CCG Report 2012
- GSW CCG Report 2012 (Page 3)
- GSW CCG Report 2012 (Page 13)
- GSW CCG Update 2013 (Page 2)
- GSW CCG Update 2013 (Page 4)
- Deans’ & Directors’ Council Minutes March 15 2011
- Deans’ & Directors’ Council Minutes October 5 2011
- BA in Dramatic Arts Assessment Plan 2013
- BA ENGL Assessment Plan 2013
- BA HIST Assessment Plan 2013
- BA MUSC Program Assessment Plan 2013
- BA PSYC Assessment Plan 2013
4.2

Program curriculum
The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

☐ Compliance  □ Partial Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Georgia Southwestern State University's (GSW) curriculum is directly related to its purpose and mission, since GSW is a comprehensive state university within the University System of Georgia (USG) whose institutional mission centers on cultivating "excellence in learning and teaching that encourages intellectual, personal, and social growth for students" (see GSW Mission Statement). Specifically, GSW's curriculum fulfills the core principal of USG state universities (see USG Mission for State Universities) to provide "a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level" by offering a Core curriculum that is consistent with the policies of the USG and with the goals of liberal arts education. The institution fulfills its comprehensive mission by offering baccalaureate degree programs in the arts and sciences, nursing, education, computing and mathematics, and business administration. GSW also offers "selected master's and education specialist degrees," specifically a Master of Arts in English, a Master in Education, a Master of Business Administration, a Master of Science in Computer Science, and a Master of Science in Nursing, as well as an Education Specialist degree (see GSW List of Degrees).

GSW ensures that its programs and curriculum are appropriate to the level of diplomas, certificates and degrees awarded in primary ways. All new programs and substantive changes to existing programs undergo review at both the institutional level and at the USG level. In addition, each academic program, including the General Education program, and certificate programs, undergoes a periodic Comprehensive Program Review that includes an external review component.

GSW Institutional Approval Process

The approval of an academic program at GSW begins with a proposal from an academic unit to add a new program. Since the addition of a program is a substantive change, academic units begin the approval process by consulting GSW’s SACS-COC Liaison to determine a timetable for approval that will allow full approval and substantive change notification prior to implementation (see GSW Substantive Change Policy). GSW’s SACS-COC Liaison also advises programs on the next steps in the approval process, and these next steps depend upon the type of program being proposed. All program approvals use the same proposal form regardless of the type of program, which includes signature lines for all the possible levels of approval. The first signature necessary for any proposed new program is the signature of the administrative head of the academic unit proposing the program, and the second is the signature of GSW’s SACS-COC Liaison, which denotes that he or she has reviewed the proposal.

If the program is a teacher education program, it must be approved first by the Teacher Education Council (TEC), which consists of faculty members from the School of Education (SoE), faculty members from departments in the College of Arts and Sciences that have secondary teacher certification tracks in their degree programs, a faculty member from the Department of Mathematics, a representative from the Sumter County Schools, and students from GSW's SoE. The TEC approves new programs at both the undergraduate and graduate level to ensure that they conform to the requirements of the Georgia Professional Standards Commission and the National Council for Accreditation of Teacher Education Programs (NCATE). Once the program has been approved by the TEC, it proceeds to either the Committee on Academic Affairs (CoAA), if it is an undergraduate program or the Committee on Graduate Affairs (CoGA), if it is a graduate program. Non-teacher education programs begin the approval process at either the CoAA or CoGA, depending upon whether the program is an undergraduate or graduate program.

GSW’s Faculty Senate was established by University Statute to “advise the University on matters relative to the life of the University, and to facilitate the work of the faculty” (see University Statutes Article IV Section 2). The Faculty Senate is an elected body with each college or school being represented roughly in proportion to the number of faculty in each: the College of Arts and Sciences elects seven senators, the School of Business Administration two senators, the School of Computing and Mathematics one senator, the School of Education two senators, the Library one senator, and the School of Nursing one senator. GSW's President and the Vice President of Academic Affairs are ex-officio members of the Faculty Senate. The Faculty Senate meets monthly during fall and spring semesters. Once a new program proposal has been approved by the Faculty Senate and the proposal form has been signed by the Secretary of the Senate, it proceeds to the full faculty for approval at a general faculty meeting. See GSW Internal MSN Proposal April 2011 and GSW General Faculty Meeting Minutes April 29, 2011 for approval of MSN in Nursing example.

USG Formal Program Approval Process

The USG New Program Approval process is a two-stage process that includes a Program Prospectus and a Formal Proposal. The Program Prospectus stage occurs before GSW’s institutional process begins, and only new programs for which a Formal Proposal has been invited proceed to the institutional process. The Formal Proposal

involves a full, detailed narrative of the proposed program. The formal proposal will require institutions to answer questions involving the following categories as delineated below:
• Program description and objectives
• Program’s fit with institutional mission
• Program justification
• Curriculum
• Admissions criteria
• Assistantship availability (if applicable)
• Student learning outcomes
• Program administration
• Degree Credit-Hour Waiver (if applicable)
• Projected enrollments
• Faculty inventory and workload
• Fiscal and Facilities Impact with Estimated Budget
• New and Online Program Delivery Questions (if applicable) (see USG Formal Approval Process)

Formal program proposals are subject to review by the USG office of Academic Programs, which arranges for external review, before being submitted to the BoR Committee on Academic Affairs for final approval (see BoR Minutes August 2011 pp 6-8). See BoR Policy 3.6 Creation of Programs and USG Academic and Student Affairs Handbook Section 2.3.2 on New Programs. For GSW example see GSW External MSN Proposal November 2011 and BoR Minutes November 2011.

Comprehensive Program Review (CPR)

Each program undergoes a CPR every five to eight years depending upon whether the unit is externally accredited or not. These reviews are designed to address the big picture of how effectively programs are operating over time, and typically replace the annual assessment cycle during review years. The CPR process includes a self-study produced by the faculty who serve the program, and an external review process that leads to recommendations long-term improvement to the program. A detailed description of the CPR process is provided below. The table below contains links to most recent External Review for each degree program or provides the date when its initial external review will be conducted.

<table>
<thead>
<tr>
<th>Program</th>
<th>Most Recent External Review</th>
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<tbody>
<tr>
<td>Bachelor of Arts (BA) in Dramatic Arts</td>
<td>BA DramaticArts CPR_ExternalReview_2008</td>
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<tr>
<td>BA in English</td>
<td>BA English CPR_ExternalReview_2008</td>
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<tr>
<td>BA in History</td>
<td>BA History CPR_ExternalReview_2007</td>
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<tr>
<td>BA in Music</td>
<td>BA Music CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>BA Psychology CPR_ExternalReview_2008</td>
</tr>
<tr>
<td>BA in Visual Arts</td>
<td>BABFA CPR_ExternalReview_2008</td>
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<tr>
<td>Bachelor of Business Administration (all tracks)</td>
<td>SoBA AASCB_ReviewReport_2008-09</td>
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<td>Bachelor of Fine Arts in Visual Arts</td>
<td>BABFA CPR_ExternalReview_2008</td>
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<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>BS_Biology CPR_ExternalReview_2008</td>
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<tr>
<td>BS in Chemistry</td>
<td>BS in Chemistry External Review 2012</td>
</tr>
<tr>
<td>BS in Computer Science and Information Technology</td>
<td>BSMSC_CompurScienceInfoTech CPR_ExternalReview2007</td>
</tr>
<tr>
<td>BS in Education</td>
<td>SoE NCATE External Review 2013</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>BS Geology CPR_ExternalReview_2007</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>BS Mathematics CPR_ExternalReview_2007</td>
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<td>BS in Nursing</td>
<td>BS Nursing CPR_ExternalReview_2009</td>
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<td>BS in Political Science</td>
<td>BS PoliticalScience CPR_ExternalReview_2007</td>
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<td>BS in Psychology</td>
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<td>BS in Sociology</td>
<td>BS Sociology CPR_ExternalReview_2008</td>
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<tr>
<td>MA in English</td>
<td>Scheduled for 2018-19</td>
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<tr>
<td>Master of Business Administration</td>
<td>SoBA AASCB_ReviewReport_2008-09</td>
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<tr>
<td>Master of Education</td>
<td>SoE NCATE External Review 2013</td>
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<tr>
<td>Master of Science in Computer Science</td>
<td>BSMSC_CompurScienceInfoTech CPR_ExternalReview2007</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>Applied for Initial Accreditation by Commission on Collegiate Nursing Education 2013</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>SoE NCATE External Review 2013</td>
</tr>
</tbody>
</table>

Distance Education Programs

At GSW, any program in which a student can take 50% or more of his or her curriculum through distance education means is considered a distance education program. All new distance education programs, even when they derive from an existing program taught on-campus by traditional means, must go through the institutional approval process. For approving this type of program, members of the committees pay particular attention to the proposed methods of instruction to ensure that the learning outcomes of the program can be met by the proposed instructional methods. New distance education programs for which no on-campus equivalent exists must be also approved by the USG, while existing programs being converted to distance delivery require notification prior to implementation. Units that house both traditional face-to-face and distance education programs are required to report annual assessment results for each delivery method separately, and to provide a comparative analysis of the results. See examples of approval below:

Curriculum Revision for Online Certificate in Information Technology

• GSW Proposal Curriculum Change September 2012
• GSW CoAA Minutes Sept 21 2012

Conversion of Existing Course for Online Delivery

• Proposal to Convert Course for Online Delivery Nov 2012
Sources (In Order of Appearance)

- GSW Current Mission Statement
- USG Core Mission for State Universities
- GSW List of Degrees
- GSW Policy on Substantive Change
- GSW Internal MSN Proposal April 2011
- GSW General Faculty Meeting Minutes April 29 2011 (Page 8)
- USG Formal Proposal New Degree Program F2F
- BoR Minutes August 2011 (Page 6)
- BoR Policy Manual Section 3.6
- USG SAA Handbook 2.3.2 (Page 2)
- GSW External MSN Proposal November 2011
- BoR Minutes November 2011 (Page 5)
- BA_DramaticArts_CPR_ExternalReview_2008
- BA_English_CPR_ExternalReview_2008
- BA_History_CPR_ExternalReview_2007
- BA_Music_CPR_ExternalReview_2008
- BA_Psychology_CPR_ExternalReview_2008
- BABFA_CPR_ExternalReview_2008
- SoBA_AACSB_ReviewReport_2008-09
- BS_Biology_CPR_External_Review_2008
- BS in Chemistry External Review 2012
- BSMS_ComputerScienceInfoTech_CPR_ExternalReview2007
- SoE NCATE External Review 2013
- BS_Geology_CPR_ExternalReview_2007
- BS_Mathematics_CPR_ExternalReview_2007
- BS_Nursing_CPR_ExternalReview_2009
- BS_PoliticalScience_CPR_ExternalReview_2007
- BS_Psychology_CPR_ExternalReview_2008
- BS_Sociology_CPR_ExternalReview_2008
- GSW Proposal Curriculum Change September 2012
- GSW CoAA Minutes Sept 21 2012
- Proposal to Convert Course for Online Delivery Nov 2012
- GSW CoAA Minutes Nov 26 2012
- Core Mission Statement for State Universities
- GSW CPR Process 2011- (Page 9)
- GSW Mission Statement
Publication of policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) makes its academic calendar, grading policies, and refund policies available to students and the public primarily through its website.

Academic Calendar

GSW’s current and future Academic Calendars are publicly available within three mouse clicks from the institution’s main webpage (www.gsw.edu). The Calendars link may be found towards the right end of the horizontal menu bar near the top of the page. This Calendars link leads to a landing page that provides links to various campus calendars, including the Academic Calendar, the Admissions Calendar, and the Campus Activities Calendar. The Academic Calendar is also available in both the Undergraduate Bulletin pp. 5-9 and Graduate Bulletin pp. 3-8.

Grading Policies

As with all academic policies affecting students, GSW’s Grading Policies are publicly available in both the Undergraduate Bulletin pp. 74-79, and the Graduate Bulletin pp. 50-51. The policy describes the types of grades awarded and the method of calculating Grade Point Average. The grading policies in a specific class are determined by the faculty member teaching the class, but all faculty are required to have clear descriptions of the basis upon which final grades will be calculated on the course syllabus (GSW Faculty Handbook Required Information Provided on Course Syllabus). Policies related to grading that are also found in the Undergraduate Bulletin, include Academic Status, Graduation with Honors, and Re-Examination for Seniors. Policies related to grading that are also found in the Graduate Bulletin, include Graduate Academic Standards, and Re-Examination for Graduate Students. Note that the GSW policy on Graduation with Honors specifically excludes graduate students. The GSWethervane Student Handbook is also available online and includes the following policies in its section on Academic Information: Grading Policy (pp. 13-15), Undergraduate Academic Status (pp. 15-17), Graduate Academic Standards (p. 18), Graduation with Honors (p. 18), Re-Examination for Seniors (pp. 18-19), and Re-Examination for Graduate Students (p. 19).

Refund Policies

As with all policies affecting students, GSW’s Refund of Fees Policy is publicly available in both the Undergraduate Bulletin pp. 39-40, and the Graduate Bulletin p. 18. In addition, the policy is also available on the website of the Office of Student Accounts, which processes student payments, and in the GSWethervane Student Handbook (pp. 96-97). The Refund Policy of the Campus Bookstore is available in both the Undergraduate Bulletin pp. 54-55 and the Graduate Bulletin pp. 29-30. The Bookstore’s Refund Policy is also available on its website and in the GSWethervane Student Handbook (p. 127). Residence Life refund policies are available in the Undergraduate Bulletin pp. 62-63 and the Graduate Bulletin p. 37.

Sources (In Order of Appearance)

- GSW Main Webpage
- GSW Main Web Page Calendars
- GSW Calendars Webpage
- GSW Academic Calendar
- GSW UG Bulletin 2013-14 (Page 5)
- GSW Graduate Bulletin 2013-14 (Page 3)
- GSW UG Bulletin 2013-14 (Page 74)
- GSW Graduate Bulletin 2013-14 (Page 50)
- GSW Faculty Handbook 2013-2014 (Page 48)
- The GSWethervane 2013-14 (Page 13)
- The GSWethervane 2013-14 (Page 15)
- The GSWethervane 2013-14 (Page 18)
- The GSWethervane 2013-14 (Page 19)
- GSW UG Bulletin 2013-14 (Page 39)
- GSW Graduate Bulletin 2013-14 (Page 18)
- GSW Student Accounts Refund Policy
- The GSWethervane 2013-14 (Page 96)
4.4

Program length

Program length is appropriate for each of the institution's educational programs.

Judgment

☑ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All undergraduate degrees at Georgia Southwestern State University (GSW) require at least 120 semester credit hours as is required by the University System of Georgia (USG) Board of Regents (BoR) Policy 3.8.1 on general degree requirements (see also USG Academic and Student Affairs Handbook section 2.6). This minimum degree length is typical of higher education institutions that use the semester calendar across the United States. GSW's General Baccalaureate Degree Requirements publicize the minimum length of baccalaureate programs in the GSW's Undergraduate Bulletin pp. 87-88.

There are several degrees at GSW that exceed 120 semester hours. Since the USG requires Secondary Education Majors to major in a content field and to complete 35 hours of additional education courses, the 120-hour cap has been waived on the following degree tracks: Bachelor of Arts (BA) in English with Teacher Certification, BA in History with Teacher Certification, Bachelor of Science (BS) in Mathematics with Teacher Certification, BA in Music with Teacher Certification, and the BS in Political Science with Teacher Certification (see table below). The Bachelor of Science in Education (BSEd) Early Childhood Education track has been approved by the USG for 122 semester hours due to an additional required course in health and physical education. The Bachelor of Science in Nursing requires 122 semester hours due to the curriculum requirements of the Georgia Board of Nursing and NLNAC. The table below provides links to curriculum sheets for all undergraduate programs (see also GSW Undergraduate Bulletin pp. 122-85).

<table>
<thead>
<tr>
<th>Undergraduate Degree (linked to 2013-14 Curriculum Sheet)</th>
<th>Number of Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA) Dramatic Arts Performance Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in Dramatic Arts Comm and Media Arts Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in Dramatic Arts Tech Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in English</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in English with Teacher Certification Track</td>
<td>124 Hours</td>
</tr>
<tr>
<td>BA in History</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in History with Teacher Certification Track</td>
<td>125 Hours</td>
</tr>
<tr>
<td>BA in Music</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in Music with Teacher Certification Track</td>
<td>132 Hours</td>
</tr>
<tr>
<td>BA in Psychology</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BA in Visual Art</td>
<td>120 Hours</td>
</tr>
<tr>
<td>Bachelor of Business Administration (BBA) Accounting Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BBA Human Resource Management Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BBA Management Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BBA Marketing Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Art</td>
<td>120 Hours</td>
</tr>
<tr>
<td>Bachelor of Science (BS) in Biology</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Geology</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Information Technology Business Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Information Technology Multi-Media Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Information Technology (Web Consortium)</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Mathematics Financial Engineering Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Mathematics Computational Science Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Mathematics with Teacher Certification Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Nursing (Traditional Track)</td>
<td>122 Hours</td>
</tr>
<tr>
<td>BS in Nursing (Second Degree Track)</td>
<td>122 Hours</td>
</tr>
<tr>
<td>BS in Nursing (LPN to RN)</td>
<td>122 Hours</td>
</tr>
<tr>
<td>BS in Nursing (RN to BSN)</td>
<td>122 Hours</td>
</tr>
<tr>
<td>BS in Political Science</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Political Science with Teacher Certification Track</td>
<td>125 Hours</td>
</tr>
<tr>
<td>BS in Psychology</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BS in Sociology</td>
<td>120 Hours</td>
</tr>
<tr>
<td>Bachelor of Science in Education (BSEd) Early Childhood Education Track</td>
<td>122 Hours</td>
</tr>
<tr>
<td>BSEd Exercise Science Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BSEd Health and Physical Education Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BSEd Middle Grades Education Track</td>
<td>120 Hours</td>
</tr>
<tr>
<td>BSEd Special Education Track</td>
<td>120 Hours</td>
</tr>
</tbody>
</table>

GSW collaborates with the Georgia Institute of Technology (GIT) on a program in which students begin their degree at GSW and eventually transfer to GIT. If the candidates complete all the required courses at both GSW and GIT, they receive a degree from both institutions. A student participating in this program would have approximately three years of coursework at GSW and approximately two years at GIT. The specific degree tracks range from 138 credit hours to 150 credit hours, and award the student a Bachelor of Science Degree from GSW and a Bachelor of Science in Engineering Degree from GIT. The table below shows the degrees awarded by GSW and GIT, as well as the...
number of credit hours earned through instruction at each institution. Curriculum Sheets for each program track are linked to the total number of hours for the track in the table (see also GSW Undergraduate Bulletin p. 102).

<table>
<thead>
<tr>
<th>GSW Degree (with 2013-14 Curriculum Sheet)</th>
<th>GSW Credit Hours</th>
<th>Git Degree</th>
<th>Git Credit Hours</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Biology</td>
<td>86</td>
<td>BS in Biomedical Engineering</td>
<td>52</td>
<td>138</td>
</tr>
<tr>
<td>BS in Chemistry</td>
<td>91</td>
<td>BS in Chemical Engineering</td>
<td>52</td>
<td>143</td>
</tr>
<tr>
<td>BS in Computer Science</td>
<td>96</td>
<td>BS in Computer Engineering</td>
<td>52</td>
<td>148</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>94</td>
<td>BS in Aerospace Engineering</td>
<td>46</td>
<td>140</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Civil Engineering</td>
<td>53</td>
<td>150</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Electrical Engineering</td>
<td>53</td>
<td>150</td>
</tr>
<tr>
<td>BS in Mathematics</td>
<td>97</td>
<td>BS in Mechanical Engineering</td>
<td>52</td>
<td>149</td>
</tr>
</tbody>
</table>

All Graduate Degrees offered by GSW meet the BoR Policy 3.8.2 that requires at least 30 semester hours and no more than 36 semester ours without special approval for a graduate degree (see also USG ASAA Handbook section 2.6.). GSW's Master of Science in Nursing was granted permission to require 36-38 semester hours on November 9, 2011. The table below provides links to curriculum sheets for all graduate programs (see also GSW Graduate Bulletin pp. 65-90).

<table>
<thead>
<tr>
<th>Graduate Program (linked to curriculum sheet)</th>
<th>Number of Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in English-Critical Literacy</td>
<td>36 Hours</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>30 Hours</td>
</tr>
<tr>
<td>Master of Education (MED) Early Childhood Track</td>
<td>33 Hours</td>
</tr>
<tr>
<td>MED Middle Grades Language Arts Track</td>
<td>33 Hours</td>
</tr>
<tr>
<td>MED Middle Grades Mathematics Track</td>
<td>33 Hours</td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
<td>30 Hours</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>36-38 Hours</td>
</tr>
<tr>
<td>Education Specialist (2012-13 curriculum sheet; program currently inactive)</td>
<td>30 Hours</td>
</tr>
</tbody>
</table>

Sources (In Order of Appearance)

BoR Policy Manual 3_8_1
USG ASAA Handbook 2_6 Degrees
GSW UG Bulletin 2013-14 (Page 87)
GSW UG Bulletin 2013-14 (Page 122)
BA Dramatic Arts Curriculum Performance Track
BA Dramatic Arts Curriculum Comm-Media Arts Track
BA Dramatic Arts Curriculum Tech Track
BA English Curriculum
BA English Curriculum Teacher Cert Track
BA History Curriculum
BA History Curriculum Teacher Cert Track
BA Music Curriculum
BA Music Curriculum Teacher Cert Track
BA Psychology Curriculum
BA Visual Arts Curriculum
BBA Curriculum Accounting Track
BBA Curriculum HR Management Track
BBA Curriculum Management Track
BBA Curriculum Marketing Track
BFA Visual Arts Curriculum
BS Biology Curriculum
BS Chemistry Curriculum
BS Computer Science Curriculum
BS Geology Curriculum
BS Information Technology Curriculum Business Track
BS Information Technology Curriculum Multi-Media Track
BS Information Technology Curriculum Web Track
BS Mathematics Curriculum
BS Mathematics Curriculum Financial Engineering Track
BS Mathematics Curriculum Computational Science Track
BS Mathematics Curriculum Teacher Cert Track
4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has two well-publicized procedures for addressing student complaints (one for Academic Issues and one for Non-Academic Issues) as well as a procedure for appealing disciplinary measures resulting from student code of conduct violations. The University System of Georgia (USG) also provides for appeal of some decisions made on the individual campuses.

Student Complaint Procedures

The Student Complaint Procedures for Academic Issues and for Non-Academic Issues are outlined in the GSWeathervane Student Handbook and the Procedure for Academic Issues is also published in the GSW Faculty Handbook pp. 160-62. The GSW Weathervane is available to students on the web (see GSWeathervane link). Distance Learning Students not only have access to the online GSWeathervane, but are also provided with access to the contact information for department chairs, deans, directors, and vice presidents on a page linked to GSW's Distance Learning web page (see GSW Distance Learning Index, GSW Student Problem Resolution Index, and GSW Current Student Problem Resolution).

All administrators, advisors, and new employees are also made aware of the policies during faculty and staff training most recently during Southwestern Week 2012 and at two meetings for academic and staff administrators held in May 2013 (see also Student Problem Resolution). GSW's log of Academic Complaints is kept in the Office of Academic Affairs, and its log of Non-Academic Complaints is kept in the Office of the Assistant Dean of Students. Copies of complaints and responses to complaints are kept at the point of origin and in offices where subsequent appeals may be lodged as necessary.

Both procedures begin with an informal process in which the student is encouraged to consult with the university employee with whom they disagree and attempt to come to a mutually amicable solution. Both processes also offer an optional mediation process that is administered by the Human Resources office using on-campus mediators trained by the Institute on Conflict Management in Higher Education. If the informal process and mediation fail, a student may pursue a formal, written process that begins at the departmental level and provides for appeals through the appropriate administrative channels up to and including the President of the university on campus and, in certain cases, the Board of Regents (BoR) of the USG (see BoR USG Bylaws Section VII and GSWeathervane p. 56 #7).

Prior to 2012, GSW allowed students to make written complaints via e-mail, but administrators found that making the distinction between the informal and formal process in order to determine what needed to be logged and what did not was extremely difficult when e-mail was allowed. Since 2012, only letters of complaint in hard copy delivered by hand, by campus mail, or by US Mail have been considered part of the formal written complaint procedure. Distance Learning students may submit letters by mail or by fax. The great majority of student complaints at GSW are resolved during the informal process, and therefore, examples of mediation and formal complaints are rare.

The example we provide of the application of the academic procedure comes from 2009, and was submitted by e-mail. To maintain the privacy of the student involved, the student's name and pronouns referring to the student have been redacted. The e-mail correspondence has been transcribed to conceal the e-mail address of the student. The name of the faculty member and pronouns referring to the faculty member have also been redacted. The example complaint began with the Dean of Arts and Sciences, since the faculty member was also the chair of the department, and continued to the Vice President of Academic Affairs (VPAA). No appeal was made to the President on this complaint.

- Academic complaint to Dean of Arts and Sciences
- Dean's response to student
- Dean's letter to faculty member
- Student's appeal to VPAA
- VPAA's response to student

GSW has no record of a student making a formal complaint regarding a non-academic issue.

Student Appeal of Discipline

Violations of GSW's Student Conduct Code are handled by the Assistant Dean of Students, who is also GSW's Student Conduct Officer. The Student Judicial Process is founded on due process and when violations are found to have occurred, sanctions are imposed by the Student Conduct Officer (see GSW Student Conduct Process). Students may appeal sanctions imposed through the Conduct Process (see GSWeathervane bottom of p. 55 and following). We provide a redacted example of the appeal process below beginning with the Student Conduct Officer's notification to the student of university sanction.

- Student Conduct Notification
The Student Conduct Officer maintains a log of all student conduct proceedings and records of all communications between students and the Student Conduct Office. Records of appeals are kept by the Office of the President.

**Sources (In Order of Appearance)**

- The GSWeathervane 2013-14 (Page 80)
- The GSWeathervane 2013-14 (Page 84)
- GSW Faculty Handbook 2013-2014 (Page 160)
- GSWeathervane Student Handbook 2013-14
- GSW Distance Learning Index
- GSW Distance Learning Student Problem Resolution (Page 2)
- GSW Current Student Problem Resolution
- Southwestern Week Schedule 2012
- Student Complaint Update May 2013
- Student Problem Resolution
- BoR USG Bylaws (Page 7)
- The GSWeathervane 2013-14 (Page 56)
- 1 A&S Academic Appeal Student to Dean Dec 2009
- 2 Dean's Response December 2009
- 3 Dean to Faculty Member
- 4 Student Appeal to VPAA December 2009
- 5 VPAA Response to Student
- The GSWeathervane 2013-14 (Page 42)
- The GSWeathervane 2013-14 (Page 50)
- GSW Student Conduct Process
- The GSWeathervane 2013-14 (Page 55)
- 6 Student Conduct Notification
- 7 Student Appeal
- 8 Committee Response to Student Appeal
- 9 President's Response to Appeal
- GSW Distance Learning Page
4.6

Recruitment materials
Recruitment materials and presentations accurately represent the institution's practices and policies.

Judgment
☑ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Southwestern State University's (GSW) recruitment materials accurately represent the institution to perspective students by outlining enrollment and student life information. These recruitment materials also direct prospective students to visit individual university web pages for specific departmental information. GSW's recruitment materials accurately represent the message delivered by the institution's recruitment personnel when delivering presentations at recruitment fairs and other similar events, where they invite prospective students to "See Yourself at Southwestern." GSW's recruitment materials are also consistent with the University's mission as a comprehensive state university that encourages intellectual, personal, and social growth, and with the university's commitment to affordability.

The focus of GSW's recruitment materials is the Admissions website, but GSW also recruits students through social media sites (see Facebook and YouTube), and through television and radio advertising, as well as billboards. Links are provided below to samples of GSW's radio and television ads, but they are only accessible through the Internet, not on this disk. Hard copy recruitment materials include the Undergraduate Admission Viewbook, the Preview Day Invitation, Newspaper Ads, and the Transfer Brochure. The Viewbook and Preview Day Invitation are full-color publications distributed to high school juniors and seniors. The Transfer Brochure is a full-color brochure distributed to prospective transfer students.

GSW Admissions also assists in the recruitment of students for the English Learning Institute (ELI) program and for Study Abroad opportunities.

Sources (In Order of Appearance)

- GSW Admission Website
- GSW Facebook Page
- GSW You Tube Video
- GSW Billboard
- GSW Radio Ad
- GSW Television Ads and Video Archive on Youtube
- GSW View Book
- GSW Preview Day Invitation
- GSW Newspaper Ad
- GSW Transfer Brochure
- GSW ELI Brochure
- GSW Study Abroad Ad
- GSW Admissions Website
4.7

Title IV program responsibilities
The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Secretary of Education.)

Judgment
☑ Compliance □ Partial Compliance □ Non-Compliance □ Not Applicable

Narrative
Georgia Southwestern State University (GSW) is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments, as demonstrated by its most recent Eligibility and Certification Approval Report dated July 20, 2010. As shown in GSW’s current Program Participation Agreement with the US Department of Education (DOE), GSW’s next federal financial aid audit will occur in 2015. See also GSW’s most recent Official Cohort Default Rate letter.

Periodically, the State of Georgia’s Department of Audits and Accounts includes an examination of GSW’s compliance status with established fiscal procedures for Federal Financial Aid as a part of its annual auditing procedures. This audit process validates GSW’s compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended, and the most recent year of this audit was FY 2007 (see page 41 for findings). The next scheduled examination of GSW’s status of compliance with established fiscal procedures for Federal Financial Aid will occur during the annual audit for FY 2013.

Sources (In Order of Appearance)

GSW DOE Eligibility and Cert Approval Report 2010
GSW DOE Program Participation Agreement Expiration 06-30-2015
Financial Aid Official Cohort Default Rate 2010 (Page 9)
GSW Financial Audit 2007 (Page 41)
4.8.1 Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment
☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
At Georgia Southwestern State University (GSW), all students are assigned a secure username and password that gives them access to GeorgiaVIEW, GSW’s learning management system (see GeorgiaVIEW D2L Login Page). These usernames and passwords conform to the standards articulated in the University System of Georgia (USG) Information Technology Handbook. In addition, GSW’s School of Business Administration, which enrolls the majority of GSW students in online programs, also requires at least one proctored examination in each online course. The School of Business Administration contracts with ProctorU to administer its proctored examinations (for more information see Federal Requirement 4.8.3). The School of Computing and Mathematics and the School of Nursing will implement ProctoU for proctored examinations in their respective online programs during Fall Term 2013. Some general education courses offered online also use proctored examinations to authenticate student identity, but these courses generally require students to come to campus once for a proctored examination, or to test at another USG institution (see example from ENGL 2120 British Literature Summer 2011). See also GSW Distance Learning Manual p. 6 and pp. 11-12.

Sources (In Order of Appearance)
- GeorgiaVIEW D2L Login Page
- USG IT Handbook Password Security
- Proctored Exam Example ENGL 2120 British Literature
- GSW Distance Learning Manual (Page 6)
- GSW Distance Learning Manual (Page 11)
4.8.2

Written Procedure for Distance and Correspondence Education Student's Privacy

An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment

- [ ] Compliance
- [ ] Partial Compliance
- [ ] Non-Compliance
- [ ] Not Applicable

Narrative

Georgia Southwestern State University (GSW) protects the privacy of all students, including distance education students, through its application of the Family and Educational Rights and Privacy Act (FERPA), as well as its access procedures for the Registration and Academic Information Network (RAIN) and the GeorgiaVIEW Learning Management System (GaVIEW). GSW's Computer and Network Usage Policy establishes the shared responsibility of the institution and its students in maintaining student privacy. GSW's policies and procedures conform to the Georgia Board of Regents (BoR) policy on records retention, and University System of Georgia (USG) Information Security guidelines.

FERPA

GSW keeps all personal information and student records confidential, regardless of whether the information or records are maintained in hardcopy or electronic form, with the exception of specifically designated Directory Information. GSW designates the following as Directory Information, the disclosure of which is not generally considered an invasion of privacy:

- Name
- Campus E-Mail Address
- Primary Telephone Number
- Academic Level (Undergraduate or Graduate)
- Major Field of Study
- Dates of Attendance
- Degree(s) and Date(s) Awarded
- Honors and Certificates Awarded
- Enrollment Status (Full or Part Time)

GSW Policy specifically forbids the disclosure of sensitive personal information, such as Social Security Numbers, Student ID Numbers, Student Birthdates, and Student Addresses. In addition, students may choose to make their directory information confidential by filling out an Authorization to Withhold Directory Information. All student records, including admission records, grades, examinations, homework submissions, term papers, and other projects are held in confidence, and records related to coursework that are held by faculty are routinely destroyed one term after completion for uncontested grade results, or until contested grade results are resolved. GSW's Records Retention Policy for Faculty guides individual faculty in the maintenance of student privacy, and has a section that specifically addresses electronic records. See also GSW's General Records Retention Policy and GSW's Distance Learning Manual.

RAIN

GSW's application of FERPA and of relevant policies is demonstrated by the procedures for protecting privacy and confidentiality in RAIN, GSW's primary records management system. Access to student records and personal information in RAIN is controlled by unique usernames and passwords. Once they have logged into RAIN, individual students have access to their own academic records and personal information. Access for faculty members and administrators is also password protected. Faculty and administrators with a legitimate academic interest, such as instructors, advisors, department chairs, and deans have access to all student academic records, and the directory information of students who have not requested confidentiality. Access to information at GSW is governed by the twin principles of individuals having access to the resources necessary to do their jobs, while having the least privilege necessary to do their jobs (see USG IT Handbook). In addition, GSW Computer and Network Security Policy discourages the sharing of network access usernames and passwords (see section 4.7.1).

GaVIEW

GSW's Learning Management System is also protected through unique password access. Similar to RAIN, students have unique usernames and passwords for GaVIEW and once logged in, have access only to the courses they have previously taken or for which they are currently registered. Personal data, such as grades, are downloaded into the student web browsers from the secure LMS web site and are not stored on computer hard drives. This practice helps prevent grades from being inadvertently saved on public computers. Students are allowed to access their grades and other records for a short period of time after the course ends, about six weeks into the term after the course was taken, although they continue to have access to course content. After this period, student access to grades and other sensitive information is denied. Faculty members have access to all the courses they have taught using GaVIEW, including the student records therein, as long as the platform in which the course was created and taught is in use. During the recent transition from Blackboard Vista to Desire to Learn as GSW's learning management platform, student grade records were not part of the system migration.

Other Privacy Policies
Some courses, particularly courses in the School of Education and some general education courses, use LiveText for collecting, grading, and assessing student work. Work submitted to this system is protected by a username/password and secure transmission of data. The Livetext.com terms of service states that student work submitted to this site may be used for the purposes of program assessment (see LiveText Terms of Service). The student data that Livetext.com collects can be accessed by administrators and professors at GSW, who are subject to GSW Records Retention Policy for Faculty. Similarly, individual faculty members may use Turnitin.com for submission and grading of assignments. The agreement students sign with Turnitin.com when they register for the service defines the privacy protections provided by iParadigms LLC. Individual faculty members have access to the student work submitted to their courses, but Turnitin.com does not provide access to academic administrators for courses they are not teaching themselves.

Sources (In Order of Appearance)

- GSW FERPA Registrar Student Resource Guide
- GSW Computer and Network Usage Policy (Page 2)
- BoR Policy 10_4 Records Retention
- USG Information Security Program
- GSW Registrar FERPA PPT (Page 10)
- GSW Registrar FERPA PPT (Page 11)
- GSW Registrar FERPA PPT (Page 12)
- GSW FERPA Form
- USG Records Retention Manual (Page 114)
- GSW Records Retention Policy for Faculty
- GSW General Record Retention Policy
- GSW Distance Learning Manual (Page 10)
- USG IT Handbook Password Security
- GSW Computer and Network Usage Policy (Page 3)
- LiveText Terms of Service
- Turnitin.com Service Agreement
4.8.3

Written Procedure for Projected Additional Student Charges

An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Judgment

☐ Compliance ☐ Partial Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University notifies students in writing in a variety of ways about additional costs associated with proctored testing in distance education classes. Beginning in Summer semester 2012, the following notice was included on the class schedule page in GSW's Registration and Academic Information Network (RAIN), where all GSW students go find registration information for upcoming semesters:

Online courses and other distance education courses that require proctored examinations or other forms of student identity verification may have additional out-of-pocket charges.

This same notice also appeared in the Fall semester 2012 RAIN schedule. Beginning in Spring semester 2013, when the School of Business Administration and the School of Nursing began using ProctorU to test students in its Online programs additional language was added to the notice:

Online courses and other distance education courses that require proctored examinations or other forms of student identity verification may have additional out-of-pocket charges. Students enrolled in online courses through the School of Business will be required to take one proctored examination per course. Students enrolled in online courses through the School of Nursing may be required to take one or more proctored exams per semester. Please go to http://www.proctoru.com/gsw/ for more information. Students should be aware that they are responsible for ProctorU testing fees. The projected cost for a two hour exam is $25.00.

This notice continues to be disseminated through RAIN each semester (see Notice for Fall 2013). The School of Computing and Mathematics is implementing ProctorU in its online classes during Fall semester 2013, and were added to the notice for Summer semester 2013 schedule.

A notice of ProctorU testing also appears on the main page for the GSW School of Business Administration Online Programs, and before the implementation of ProctorU the School of Business Administration included an item on its News and Events webpage to publicize the implementation (see also ProctorU Student Handout).

GSW's Distance Learning Manual, which can be found on GSW's Distance Learning Webpage, includes information for students on test proctoring and its associated costs (see GSW Distance Learning Manual pp. 11-12).

The University Registrar in consultation with Academic Deans and Department Chairs sees that students in online classes are notified of proctoring costs at the time of registration.

Sources (In Order of Appearance)

- GSW Proctoring Cost Notice Summer 2012
- GSW Proctoring Cost Notice Fall 2012
- GSW Proctoring Cost Notice Spring 2013
- GSW Proctoring Cost Notice Fall 2013
- GSW Proctoring Cost Notice Summer 2013
- GSW SoBA Online Cost Notice (Page 2)
- GSW SoBA News Proctored Exams
- ProctorU_Student_Handout
- GSW Distance Learning Manual Test Proctoring pp11-12 (Page 11)
- GSW Distance Learning Page
- GSW Online Cost Notice Fall 2013
- ProctorU GSW Page
4.9

Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours.")

Judgment

☐ Compliance  ☐ Partial Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern (GSW) has a credit hour policy that is based on the widely-used Carnegie unit. Since Fall term 1998, when GSW converted from quarters to semesters, one semester hour of course credit has meant 50 minutes of contact time in class for a period of 16 weeks in typical lecture courses. In addition, it is expected that students will need to prepare for class for at least 100 minutes per week for each 50 minutes of class contact. Therefore, one semester credit hour in an online course at GSW represents 150 minutes of work per week for 16 weeks, or an amount of time equivalent to the contact and preparation time in a traditional lecture class. See also Board of Regents Policy 3.4.1 on the Semester System. However, this contact time expectation is a minimum, since GSW's policy allows for more contact time in courses "in which the faculty have judged that more contact time is required to meet the learning outcomes of the course."

Thus studio art courses, science laboratory courses, clinical nursing courses, and education courses with field experience components all require more contact time than a lecture course. See table below for course descriptions and syllabi illustrating courses with greater contact time requirements.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Sample Syllabus from Fall 2012</th>
<th>Sample Syllabus from Spring 2013</th>
<th>Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARST 3241 Beginning Painting I</td>
<td>ARST 3241</td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>ARST 4023 Advanced Glass Blowing III</td>
<td>ARST 4023</td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>CHEM 121L Principles of Chemistry II Lab</td>
<td>CHEM 121L</td>
<td></td>
<td>Laboratory</td>
</tr>
<tr>
<td>GEOL 4611 Geographic Information Systems</td>
<td>GEOL 4611</td>
<td></td>
<td>Lecture with Laboratory</td>
</tr>
<tr>
<td>NURS 2000 Clinical Therapeutics</td>
<td>NURS 2000</td>
<td></td>
<td>Clinical</td>
</tr>
<tr>
<td>NURS 3100 Nursing of Adults I</td>
<td>NURS 3100</td>
<td></td>
<td>Lecture with Clinical</td>
</tr>
<tr>
<td>EDEC 3400 Teaching in Early Childhood Education</td>
<td>EDEC 3400 (ABAC)</td>
<td>EDEC 3400 (GSW)</td>
<td>Lecture with Field Hours</td>
</tr>
<tr>
<td>EDSP 4970 Student Teaching in P-12</td>
<td>EDSP 4970</td>
<td>EDSP 4970</td>
<td>Field Experience</td>
</tr>
</tbody>
</table>

GSW's credit hour policy also addresses the amount of contact and preparation time expected in online classes by stating that "a typical three credit hour distance education class will require approximately 450 minutes of activity per week," or approximately the combined total for contact and preparation time expected in a lecture course. The table below compares syllabi from face-to-face and online sections of the same course to illustrate how this aspect of the policy is implemented. This sampling represents both general education courses taught online (see the first three rows of the table), and upper division offerings from the Bachelor of Business Administration program, which is GSW's largest online program, from the Bachelor of Science Nursing program, and from the Bachelor of Science in Computer Science and Information Technology program. There are no online programs offered in the College of Arts and Sciences, or the School of Education, so no upper level courses from those units appear in the table.

<table>
<thead>
<tr>
<th>Face to Face Section Fall 2012</th>
<th>Online Section Fall 2012</th>
<th>Face to Face Section Spring 2013</th>
<th>Online Section Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1101 Composition I</td>
<td>ENGL 1101 Composition I</td>
<td>ENGL 1102 Composition II</td>
<td>ENGL 1102 Composition II</td>
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<td>ECON 2105 Principles of Macroeconomics</td>
<td>ECON 2105 Principles of Macroeconomics</td>
<td>ECON 2106 Principles of Macroeconomics</td>
<td>ECON 2106 Principles of Macroeconomics</td>
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<tr>
<td>HIST 1111 World Civilization I</td>
<td>HIST 1111 World Civilization I</td>
<td>HIST 1112 World Civilization II</td>
<td>HIST 1112 World Civilization II</td>
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<tr>
<td>ACCT 2101 Principles of Accounting I</td>
<td>ACCT 2101 Principles of Accounting I</td>
<td>ACCT 2102 Principles of Accounting II</td>
<td>ACCT 2102 Principles of Accounting II</td>
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<tr>
<td>BUSA 3060 Quantitative Management</td>
<td>BUSA 3060 Quantitative Management</td>
<td>MGNT 4190 Strategic Management</td>
<td>MGNT 4190 Strategic Management</td>
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<tr>
<td>NURS 4010 Leadership</td>
<td>NURS 4010 Leadership</td>
<td>NURS 3200 Health Assessment</td>
<td>NURS 3200 Health Assessment</td>
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<tr>
<td>CIS 1000 Computer Applications</td>
<td>CIS 1000 Computer Applications</td>
<td>CIS 1000 Computer Applications</td>
<td>CIS 1000 Computer Applications</td>
</tr>
<tr>
<td>CSCI 4400 Intro to Database Management Systems</td>
<td>CSCI 4400 Intro to Database Management Systems</td>
<td>CSCI 1302 Introduction to Programming II</td>
<td>CSCI 1302 Introduction to Programming II</td>
</tr>
</tbody>
</table>

Sources (In Order of Appearance)

- GSW Faculty Handbook 2013-2014 (Page 54)
- BoR Policy 3.4.1
- ARST3241_CourseOutline2013
- ARST 3241 CRN 8623 Beg Painting I Fall 2012 Laurel Robinson
- ARST4023_CourseOutline2013
- ARST 4023 CRN 2571 Adv Glass Blowing III Spring 2013 Charles
- CHEM 121L COURSE OUTLINE 2013
- CHEM 121L Spring 2013
- GEOL 4611 Course Outline 2013
- GEOL 4611 Fall 2012