History and Characteristics

Georgia Southwestern State University (GSW) was founded in 1906 under the name Third District Agricultural and Mechanical School. In 1932, when the University System of Georgia (USG), overseen by the Georgia Board of Regents (BoR) was created, GSW was renamed Georgia Southwestern College, authorized to grant two-year college, degrees and received its initial accreditation from SACS. In 1964, GSW was approved by the BoR to become a four-year degree-granting institution, and in 1996 became a senior institution in the USG and was renamed Georgia Southwestern State University.

GSW’s current mission states that,

Georgia Southwestern State University is a comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

GSW’s primary service area is Sumter County and the seven counties contiguous with it: Crisp, Dooly, Lee, Macon, Marion, Schley, Terrell, and Webster counties. These counties make up a significant portion of Southwest Georgia. GSW’s total enrollment in fall 2019 was. At that time, the gender distribution of the student population was 64.7% women and 35.6% men. The ethnicity of the fall 2019 student population was 60.0% White, 25.0% Black, 6.9% Asian and Pacific Islander, 5.0% Hispanic, 2.4% Multiracial, 0.2% Native American and 0.3% Unknown. During fall 2018, approximately 39.2% of GSW students were eligible for Pell Grants, 50.1% were First-Generation college students, and 16.7% are Non-Traditional. 64.8% of all GSW students are full-time, 65.9% of undergraduates were full-time, and 58.4% of graduate students were full-time. 29.1% of GSW students lived on campus during fall 2019. GSW’s admissions policies are selective; the fall 2019 class of incoming freshmen had a mean High School GPA of 3.23, a mean Composite SAT score of 1170, and a mean Composite ACT score of 20.
List of Degrees

Undergraduate Degrees

Bachelor of Arts

- Dramatic Arts
- English; English with Teacher Certification
- History; History with Teacher Certification
- Music; Music with Teacher Certification
- Visual Arts

Bachelor of Business Administration

- Tracks: Accounting, Human Resource Management, Management, & Marketing

Bachelor of Fine Arts

- Visual Arts

Bachelor of General Studies

Bachelor of Science

- Biology
- Chemistry
- Computer Science
- Criminal Justice
- Exercise Science
- Geology
- Information Technology
- Long Term Care Management
- Mathematics; Mathematics with Teacher Certification
- Nursing
- Political Science
- Psychology
- Sociology

Bachelor of Science in Education

- Tracks: Elementary Education, Health and Physical Education, Middle Grades Education, and Special Education

Graduate Degrees

Master of Business Administration
Master of Science
  o Computer Science

Master of Science in Nursing

Master of Education
  o Tracks: Elementary Education, Middle Grades Language Arts, Middle Grades Mathematics, and Special Education

Specialist in Education
  o Tracks: Elementary Education, Middle Grades Special Education, Special Education

Undergraduate Certificate Programs
  o Caregiving
  o Cinema Production
  o Criminal Justice
  o Digital Media Technology
  o European Union Studies
  o Popular Music
  o Social Justice
  o Women, Gender, and Sexuality Studies

Graduate Certificate Programs
  o Computer Information Systems
  o Nurse Educator
  o Nurse Healthcare Informatics

Locations and Distance Education

1. New Off-Campus Sites (25-49% of degree programs, i.e., general education classes):
   • Americus Sumter High School/805 Harrold Avenue/Americus, GA 31709
   • Furlow Charter School/63 Valley Drive/Americus, GA 31709
   • Lee County High School/1 Trojan Way/Leesburg, GA 31763
   • Macon County High School/615 Vienna Rd/Montezuma, GA 31063
   • Marion County High School/1 Eagle Dr./Buena Vista, Georgia 31803
   • Schley County High School/2131 Highway 19 S/Ellaville, GA 31806
   • Terrell Academy/602 Academy Drive/Dawson, GA 31742
   • Webster County High School/7168 Washington St/Preston, GA 31824

2. All Off-Campus Locations:
   • Abraham Baldwin Agricultural College, 2804 Moore Highway, Tifton, Georgia, USA – BSED in Elementary Education
• Americus Sumter High School/805 Harrold Avenue/Americus, GA 31709
• Furlow Charter School/63 Valley Drive/Americus, GA 31709
• Lee County High School/1 Trojan Way/Leesburg, GA 31763
• Macon County High School/615 Vienna Rd/Montezuma, GA 31063
• Marion County High School/1 Eagle Dr./Buena Vista, Georgia 31803
• Schley County High School/2131 Highway 19 S/Ellaville, GA 31806
• Terrell Academy/602 Academy Drive/Dawson, GA 31742
• Webster County High School/7168 Washington St/Preston, GA 31824

3. Branch Campus: Not Applicable

4. Distance Education Credit Offerings

• BBA Degree
  o Tracks in Accounting, Human Resource Management, Management, & Marketing.
• RN to BSN
  o Students who are already Registered Nurses can obtain the BS in Nursing on-line
• BS in Long Term Care Management
• Master of Business Administration
• Master of Science in Computer Science
• Graduate Certificate in Computer Information Systems
• Master of Science in Nursing

5. Accreditation

Both GSW’s Bachelor of Science in Nursing and Master of Science in Nursing are accredited by the Commission on Collegiate Nursing Education. The BSN program was last reviewed in fall 2015 and is scheduled for its next review in fall 2020. The MSN Program was last reviewed 2019.

6. Relationship to the U.S. Department of Education

GSW has no limitations, suspensions, or terminations by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.
**Qualified Administrative/Academic Officers**
The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

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

**Narrative**

Georgia Southwestern State University (GSW) employs administrative and academic officers with appropriate experience and qualifications as can be seen in the table below. The table provides job descriptions and Curriculum Vitae for the principle administrative and academic officers at GSW. The principle administrative officers are the members of the President’s Executive Council: the Provost, the Vice President for Student Engagement and Success, the Vice President for Business and Finance, and the Assistant Vice President for University Advancement. All other administrative, support, and academic faculty and staff report to the president through one of these officers. The principle academic officers are the members of the Dean’s Council: The Provost, the Associate Vice President for Academic Affairs, the Dean of the College of Arts and Sciences, the Dean of the College of Business and Computing, the Dean of the College of Education, the Dean of the Library, and the Dean of the College of Nursing and Health Sciences. All assistant and associate deans, department chairs, directors, faculty, and administrative assistants report to the president through one of these officers.

<table>
<thead>
<tr>
<th>Job &amp; Description</th>
<th>Curriculum Vita</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost and Vice President for Academic Affairs</td>
<td>Suzanne Smith</td>
</tr>
<tr>
<td>Vice President of Student Engagement and Success</td>
<td>Laura Boren</td>
</tr>
<tr>
<td>Vice President for Business and Finance</td>
<td>W. Cody King</td>
</tr>
<tr>
<td>Assistant Vice President for University Advancement</td>
<td>Stephen Snyder</td>
</tr>
<tr>
<td>Associate Vice President for Academic Affairs</td>
<td>Bryan Davis</td>
</tr>
<tr>
<td>Dean of the College of Arts &amp; Sciences</td>
<td>J. Kelly McCoy</td>
</tr>
<tr>
<td>Dean of the College of Business &amp; Computing</td>
<td>M. Elizabeth Wilson</td>
</tr>
<tr>
<td>Dean of the College of Education</td>
<td>Rachel Abbott</td>
</tr>
<tr>
<td>Dean of the Library</td>
<td>Ru Story-Huffman</td>
</tr>
<tr>
<td>Dean of the College of Nursing and Health Sciences</td>
<td>Sandra Daniel</td>
</tr>
</tbody>
</table>

GSW’s administrative and academic officers are evaluated annually by their direct supervisor. The outline of the process is that officers complete a pre-evaluation form and submit it to their supervisor. The supervisor then completes the evaluation form and then schedules a meeting with the officer. At the meeting the officer and his or her supervisor discuss past performance, areas for improvement, and goals for the upcoming year. Part of this discussion may involve revisions to the annual evaluation. After the annual evaluation is complete, it is signed by both parties and filed in the officer’s personnel file in either Human Resources or the Office of Academic Affairs. A more detailed description of the process can be found [HERE](#). Redacted sample evaluations from 2017-18 and 2018-19 can be found in the table below for each level of administration, including VP, Associate Vice President and Dean. The Assistant Vice President for University Advancement is a new position, beginning FY 2020, and therefore, has not yet been evaluated.

- Provost 2018-19
- Vice President 2017-18
- Vice President 2018-19
- Associate Vice President for Academic Affairs 2018-19
- Dean 2017-18
- Dean 2018-19

**Sources**
Full-Time Faculty
The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment
☐ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has an adequate number of full-time faculty members to support "a range of strong undergraduate and graduate programs in a vibrant learning environment" and "an emphasis on faculty, staff, and student interactions" (see GSW Mission). GSW faculty approved a revised Faculty Work Policy in April, 2019 that identifies the three areas of faculty work for full-time faculty: teaching, service, and scholarship (see Faculty Handbook pp.7-8). The policy also mandates the creation of Faculty Work Profiles for each academic unit or program. The process of drafting work profiles and approval of work profiles is underway this academic year with the expectation that all profiles will be in place for fall 2020 (see Faculty Work Profile Template).

Full-time tenure-track faculty teach classes amounting to either 12 credit hours per semester or 12 contact hours per week during fall and spring semesters. Full-time tenure-track faculty also support GSW's mission by their service to the institution (see Faculty Work Policy).

Full-time non-tenure-track faculty such as Lecturers and Senior Lecturers teach classes amounting to 12-15 credit hours per semester or 12-15 contact hours per week during fall and spring semesters (see Faculty Handbook pp. 22-23 and Faculty Work Policy). Lecturers may or may not have service expectations within their departments, but all teaching faculty have the minimum scholarly expectation "to remain current in both the content and the pedagogy of his or her area of expertise" (see Faculty Handbook p. 8). Lecturers who seek promotion to Senior Lecturer must either engage in service to their department or the institution, or go beyond the minimum scholarly expectations (see Faculty Handbook p. 32).

Part-time faculty are non-tenured faculty employed on an as-needed, on a per-course, per-semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given. Part-time faculty work an average of less than 19 hours per week over the academic year which equates to two (3 hour) classes per semester (see Faculty Handbook p. 24 and HR Part-Time Faculty Policy). Part-time faculty have no expectations other than teaching.

GSW has an adequate number of full-time faculty to support its mission through teaching and service as demonstrated below. Since Scholarship is defined and evaluated at the program level, this aspect of faculty work will be covered below in Requirement 6.2.b.

Teaching

On average over the period from fall 2016 through fall 2019, excluding summer terms, 81.8% of the credit hours generated in lower division classes, upper division classes, and graduate classes were generated by full-time faculty. The average percentages by class type were 77.4% for lower division classes, 86.7% for upper division classes and 81.4% for graduate classes (see Percent Credit Hours by Full-Time by Term). Summer terms are excluded because faculty work under ten-month contracts that require teaching during fall and spring terms, and number of classes offered and level of enrollment are not comparable to fall and spring terms; summer teaching is voluntary. During fall term during the period fall 2014-18, GSW’s student to faculty ratio has averaged 16.6/1 (see IPEDS Student to Faculty Ration F 2014-18). Using fall 2017 as a representative term, the average class size for that term was 21.5 for all classes. The average class that term was 20.8 for undergraduate classes, 25.1 for lower division classes and 14.9 for upper division. The average class size for graduate classes was 35.5 with the majority for the large classes being team-taught, hybrid classes in Education. Online classes averaged 24.8 overall with undergraduate online classes averaging 25.4 and online graduate classes 22.3 (see GSW Class Size F2016-F2018). Fall term is used as the benchmark for student to faculty ratio and class size because it has higher enrollments than either spring or summer term. Data on Student to Faculty Ratio and Class size have not been submitted or calculated for fall 2019. These teaching statistics demonstrate that has an adequate number of full-time faculty members to support “a range of strong undergraduate and graduate programs in a vibrant learning environment” and “an emphasis on faculty, staff, and student interactions.”

Service

The primary ways that full-time faculty's service support the institution's mission in through serving on university committees and advising students.
University Committees

Full-time Faculty serve on three different types of university committees: standing faculty committees, standing administrative committees and ad hoc committees. The standing faculty committees and their respective areas of responsibility are defined in the University Statutes (see Faculty Handbook pp. 177-81). The standing committees include the Committee on Academic Affairs, the Committee on Faculty Development, the Committee on Business & Finance, the Committee on Faculty Affairs, the Committee on Graduate Affairs, the Institutional Review Board, the Instructional Technology Committee, the Institutional Effectiveness Committee, the Committee on Student Affairs, the Committee on International Programs, the University Tenure & Promotion Committee, and the Faculty Senate. Typically, a faculty member serves on at least one standing faculty committee, but in some cases faculty members serve on more than one committee to insure representation on all standing faculty committees by faculty members from each of GSW's four colleges (see GSW Standing Faculty Committees 2019-20). There are several standing administrative committees that include faculty, including the Academic Calendar Committee, the Gateway to Completion Steering Committee, the Graduation Committee, and the Momentum Approach Steering Committee. Faculty members who serve on these committees do so in addition to service on standing faculty committees (see GSW Administrative Committees 2019-20). Administrative committees meet on an as needed basis and generally meet less often than standing faculty committees. This academic year there are three ad hoc committees that include faculty members: the Academic Planning Steering Committee, the Advising Task Force, and the Course Scheduling Task Force (see GSW Ad Hoc Committees 2019-20). As with administrative committees, faculty serve on the ad hoc committees in addition to their service on standing faculty committees, but ad hoc committees often do not have to meet for an entire academic year. For instance, the Course scheduling Task Force completed its work during fall term 2019 and submitted its final report to the Provost, who has forwarded it to the Dean's Council for action. The Academic Planning Steering Committee finished its work and submitted its report to an AASC&U consultant in December 2019 and received a final report from the consultant in February 2020. The Advising Task Force submitted its report at the end of fall term 2019, but has been asked continue meeting in spring term to consider additional issues related to academic advising. All 109 full-time faculty members who work on campus serve on at least one standing faculty committee, and 24 faculty members serve on an additional committee or two.

Academic Advising

The majority of full-time faculty members also serve as academic advisors, but the number of advisees per advisor varies by college as a result of the number of majors per program and whether the unit uses professional advisors to augment faculty advisors. The overall average for advisees per advisor for the period fall 2015 through fall 2019 both fall and spring terms has been 29 with fall terms averaging 30 and spring terms averaging 28 (see Advisees per Advisor Fall 2015-Fall 2019). The College of Arts & Sciences does not have any professional advisors, since its programs a generally smaller than in the other colleges, and averaged 14 advisees per advisor during the period (see CoA&S Advising). The College of Business & Computing has the largest number of majors of any college and averaged 35 advisees per advisor. This number is somewhat deceptive since the college uses professional advisors and faculty with course release to lower the advising burden on full-time faculty. In the document CoB&C advising, advisors advising more than 70 students are professional advisors or have been granted course release to advise. The College of Arts & Sciences does not have any professional advisors, since its programs a generally smaller than in the other colleges, and averaged 14 advisees per advisor during the period (see CoA&S Advising). The College of Nursing & Health Sciences averages 62 advisees per advisor, but this average is skewed because there are professional advisors who advise undergraduate students and graduate students respectively, meaning that faculty generally only advise students who are nearing completion of their programs (see CoN&HS Advising). In fall 2019 for instance, the full-time professional advisor for undergraduate students had 277 advisees and the full-time professional advisor for graduate students 130.

The narrative and data presented above demonstrate that GSW has an adequate number of full-time faculty members to support "a range of strong undergraduate and graduate programs in a vibrant learning environment" and "an emphasis on faculty, staff, and student interactions."
Program Faculty

For each of its educational programs, the institution:

b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Southwestern State University (GSW) employs a sufficient number of full-time faculty members in each of its degree programs to ensure curriculum and program quality, integrity, and review. Specifically, each degree program has sufficient full-time faculty to ensure the quality of teaching in the program, the ongoing review and revision of curriculum.

GSW describes the work of full-time faculty in its Faculty Work Policy, where the annual teaching assignment per term of full-time tenure-track and tenured faculty is defined by type of assignment as follows: lecture courses (12 credit hours), studio art classes (9 credit hours, which are equivalent to 18 contact hours), lab sciences (12 contact hours), and music (12 contact hours). Furthermore, full-time non-tenure-track lecturers and senior lecturers are assigned 12 to 15 credit hours per term (see also GSW Faculty Handbook pp. 22-23). Typically, teaching represents the bulk of a full-time tenure-track or tenured faculty member's time followed by service and scholarship in that order, but other arrangements are negotiated within academic units. Non-tenure track lecturers and senior lecturers may spend all their time on teaching or may have other arrangements depending on the academic unit in which they teach. Faculty with full-time administrative appointments and administrative and support staff teach who part-time on an as needed are list as Other faculty in teaching productivity data. Part-time faculty, as defined in the HR Policy on Part-Time Faculty, and employed only to teach on an as needed basis.

Since GSW defines faculty work in terms of Teaching, Service, and Scholarship, the sufficiency of full-time faculty can best be demonstrated using these categories. In the narrative below, sufficiency of full-time faculty will be demonstrated by programs within either departments for the College of Arts and Sciences or by College for the College of Business and Computing, the College of Education, and the College of Nursing and Health Sciences.

College of Art and Sciences

The College of Arts and Sciences is organized into eight departments that support thirteen bachelor degree programs and the bulk of the general education program. Each Department will be treated separately below.

Department of Biology

The full-time faculty of the Department of Biology consist of two tenure-track faculty members, four tenured faculty members, and one lecturer. These faculty maintain the Bachelor of Science in Biology program and teach general education Biology classes, such as BIOL 1107 Essentials of Biology I, BIOL 1108 Essentials of Biology II, and BIOL 1500 Applied Botany. In addition, Biology faculty teach BIOL 2030 Anatomy & Physiology I, BIOL 2040 Anatomy & Physiology II, and BIOL 2050 Microbiology that support programs in the College of Nursing and Health Sciences. These faculty share responsibility with the Chemistry and Geology faculty for teaching Integrated Science courses to Education majors. Over the period from fall 2016 through fall 2019, between 92.6% and 100% of the lower division Biology credit hours were generated by full-time faculty, averaging 98.4% for the period, and between 87.8% and 100% of the upper division credit hours were generated by full-time faculty, averaging 98.2%. Note that during spring 2018, 12.2% of the upper division Biology credit hours were generated by the Dean of Arts and Sciences and GSW’s Interim President, both of whom were Professors of Biology (see Percent of Credit Hours by Program & Faculty Status p. 2). During the period fall 2016 through spring 2019, the full-time Biology faculty generated between 109 and 300 credit hours on average per term. The higher numbers were generated by faculty members who taught mostly large lecture sections of lower division courses and the lower by faculty teaching a combination of upper division courses and laboratory sections (see Total Credit Hours by Faculty and Term pp. 2-3). Lecture sections for BIOL 1107 and 1108 are typically capped at 40-45 students, while other lecture sections and laboratory sections are typically capped at 20-25. The department occasionally assigns a faculty member an overload when needed, which partially accounts for the fluctuating numbers of credit hours generated across the period for individual faculty members.
In addition to teaching, all full-time Biology faculty members serve on the department's assessment and curriculum committee under the department chair who is also assessment coordinator, mentor major students doing research, and participate in recruitment activities. Some faculty members are also responsible for maintaining specimen collections, and one serves as the faculty advisor to the Biology Club (see Departmental Service Biology). All Biology faculty members advise undergraduate majors with each advising between 10 and 35 majors (see CoA&S Advises p. 1). Some Biology Faculty members, particularly those who are tenure-track, go beyond the minimum scholarly expectation "to remain current in both the content and the pedagogy of his or her area of expertise" (see GSW Faculty Handbook p.8 and Biology Scholarship).

Department of Chemistry, Geology, and Physics

The full-time faculty of the Department of Chemistry, Geology, and Physics consists of one tenure-track faculty member, who began at GSW in fall 2019, and six tenured faculty members. These faculty maintain the Bachelor of Science in Chemistry and Bachelor of Science in Geology programs, as well as teaching general education classes in Chemistry, Geology, Pre-Engineering, and Physics. In addition, these faculty share responsibility with the Biology faculty for teaching Integrated Science courses to Education majors.

Over the period from fall 2016 through fall 2019, between 69.4% and 100% of the credit hours generated in lower division Geology and Physics classes were generated by full-time faculty, averaging 85.4%, and between 53.7% and 100% of the credit hours generated in upper division Geology and Physics classes were generated by full-time faculty, averaging 93.4% (see Percent Credit Hours by Faculty Status p. 5). Fall term 2018 was unusual in that a search to fill an open full-time faculty line was unsuccessful and other arrangements had to be made to cover upper level Geology classes with part-time faculty. During the period fall 2016 through spring 2019, full-time faculty in Geology and Physics generated between 75 and 175 credit hours per term. The faculty in the higher end of the range, including the one Physics faculty member, taught almost exclusively lower division general education classes, while those on the lower end also taught upper division major classes (see Total Credit Hours by Faculty by Term p. 3). The seat caps for lower division Geology classes are set at 28-30 depending upon which lab is used to support the lecture, and lower division Physics caps are set at 24, as are the limited number of Pre-Engineering classes that are offered. The caps on upper division Geology classes are set at 10; there are no upper division classes in either Physics or Engineering.

In addition to teaching, all full-time Geology faculty members serve on the curriculum and assessment committee for the Geology Program, which is chaired by Dr. Samuel Peavy who is also the program coordinator for the Geology Program. All Geology faculty members participate in the maintenance of Geology instrumentation for labs and for student research. Dr. Kostov, the Physics faculty member coordinates the Regents' Engineering Pathways Program (REPP), a transfer agreement GSW has with the Georgia Institute of Technology, Georgia Southern University, Kennesaw State University, Mercer University, and the University of Georgia; Dr. Kostov also advises all the students in REPP (see Departmental Service Chemistry, Geology, and Physics). The tenured Geology faculty members advise all Geology majors at the moment, but Dr. Chizmadia will begin sharing these duties in fall 2020 (see CoA&S Advising p. 2). All Geology and Physics faculty go beyond the minimum expectation for scholarship (see Geology-Physics Scholarship).

Over the period from fall 2016 through fall 2019, 100% of all credit hours generated in both lower division and upper division Chemistry classes were generated by full-time Chemistry faculty members (see Percent Credit Hours by Faculty Status p. 3). During the period fall 2016 through spring 2019, the full-time Chemistry faculty generated between 84 and 175 credit hours per semester on average. The faculty member on the higher end of the scale occasionally teaches an eCore Chemistry class as an overload (see Credit Hours by Full-Time Faculty p. 2-3). Lower division Chemistry lectures are typically capped at between 24 and 48 seats and all lower division lab courses are capped at 24 due to the capacity of the Chemistry labs. All upper division Chemistry classes are capped at between 12 and 24 seats. eCore Classes are capped at 35 seats.

In addition to teaching, all full-time Chemistry faculty members serve on the curriculum and assessment committee for the program. The committee is chaired by Dr. Tzvetelino Tzvetelion, who is also the program assessment coordinator. All Chemistry faculty members help maintain the program's chemical inventory and participate in the maintenance of the program's chemical instrumentation (see Departmental Service Chemistry, Geology, and Physics). Three Chemistry faculty members serve as academic advisors with each advisor advising eight major students on average (see CoA&S Advising p. 2). All faculty members who teach in the Chemistry program go beyond the minimum expectations for scholarship (see Chemistry Scholarship).

Department of English and Modern Languages
The full-time faculty of the Department of English and Modern Languages consists of two tenure-track faculty members, six tenured faculty members (five in English and one in Spanish), four lecturers (one of whom has a joint appointment to teach Chinese for E&ML and Music for Music and Dramatic Arts), and one senior lecturer. These faculty maintain the Bachelor of Arts in English Program and teach general education courses in composition, literature, Chinese, and Spanish. In addition, English graduate faculty members teach graduate English classes for Middle Grade Language Arts track in the Master of Education program. Over the period from fall 2016 through fall 2019, between 191.6% and 289.7% of the lower division credit hours in Chinese, English, and Spanish were generated by full-time faculty, averaging 95.2%, and 100% of all upper division credit hours were generated by full-time faculty (see Percent Credit Hours by Faculty Status p. 1). During the period fall 2016 through spring 2019, the full-time faculty in English and Modern Languages generated between 94 and 289 credit hours per term on average. The faculty members on the lower end of the scale typically had a course release as department chair of as director of University Writing Center. The faculty members in upper end of the range in a given term accepted overload teaching assignments (see Credit Hours by Full-Time Faculty pp. 1-2). Lower division composition sections are capped at 22 students, literature at 30, and language at 20. Upper level English classes are capped at 20 students and graduate courses at 15.

The Department of English and Modern Languages has three curriculum committees: the Literature Committee that oversees the general education and upper level literature courses and curriculum, the Spanish Committee that oversees general education language courses and curriculum, and the Writing Committee that oversees general education and upper level composition and rhetoric course and curriculum. In addition, the department has an assessment committee that oversees general education and program assessment. The department chair also serves on the Teacher Education Council that coordinates oversight of curriculum for the secondary teacher education programs, including the BA in English with Teacher Certification degree track. From fall 2018 through spring 2021, the department is participating in the Gateways to Completion (G2C) process to redesign instruction in ENGL 1101 Composition I, so eight full-time faculty members are serving on the Course-Level committee and the department chair is serving on the institutional G2C Steering Committee. Faculty members also advise student groups, and participate in recruiting through the department’s Recruitment and Social Committee (see Departmental Service E&ML). During the 2015-16 and 2016-17 academic years, academic advisement was handled primarily by two faculty members who had approximately 15-35 advisees each, but since that then advising has been spread out more evenly among faculty members (see CoA&S Advisees p.4). Most English and Modern Language Faculty members go beyond the minimum expectation for scholarship (see E&ML Scholarship).

Department of History and Political Science

The full-time faculty of the Department of History and Political Science consists of two tenure-track and six tenured faculty members. These faculty maintain the Bachelor of Arts in History and the Bachelor of Science in Political Science programs, both of which have teacher certification tracks in addition to their traditional BA and BS tracks. In addition, these faculty teach general education classes in History, Political Science, and Women, Gender, and Sexuality Studies.

Over the period from fall 2016 through fall 2019, between 93.2% and 100% of the lower division History credit hours were generated by full-time faculty members, and 100% of the upper division History credit hours (see Percent Credit Hours by Faculty Status pp. 1-2). During the period fall 2016 through spring 2019, the full-time History faculty members generated between 267 and 367 credit hours per term on average with all faculty members teaching a mix of lower division and upper division classes, typically three lower division and one upper (see Credit Hours Generated by Faculty Status p. 2). Lower division sections in History classes are capped at 35-40 seats and and upper at 10-30.

In addition to teaching, all full-time History faculty members serve on the History and Assessment committee. All History faculty members serve the program in other ways, including advising student organizations, serving as department webmaster, and recruiting History majors (see Departmental Service History and Political Science). All members of the History faculty serve as academic advisors to history majors, advising between 5 and 15 majors per term on average (see CoA&S Advising p. 5). All History faculty members exceed the minimum expectations for scholarship (see History and Political Science Scholarship).

Over the period from fall 2016 through fall 2019, between 69.5% and 80.7% of the credit hours generated in lower division Political Science classes were generated by full-time faculty members, averaging 75.3%, and 83.3% and 97.5% of upper division credit hours were generated by full-time Political Science faculty members, averaging 93.3% (see Percent Credit Hours by Faculty Status pp. 4-5). During the period fall 2016 through spring 2019, the full-time Political Science faculty members generated between 263 and 291 credit hours per term on average with all faculty members teaching a mix of lower division and upper division classes, typically three lower division and one upper (see Credit Hours Generated by Full-Time Faculty p.4). All lower division Political Science classes are capped at 35-40 seats and upper division at 30.
In addition to teaching, all full-time Political Science faculty members serve on the Political Science Curriculum and Assessment Committee, which is chaired by Dr. LeJeune who is also the program coordinator. All faculty members also serve in other ways, including advising student organizations and advising students interested in attending Law school or getting a certificate in European Union Studies (see Departmental Service History and Political Science). From fall 2018 through spring 2021, the program is participating in the Gateways to Completion (G2C) process to redesign instruction in POLS 1101 American Government, so all three full-time faculty members are serving on the Course-Level committee and the department chair of History and Political Science and teh Chair of the Course-Level committee are serving on the institutional G2C Steering Committee. All Political Science faculty members serve as academic advisors, advising 7 to 12 students per term on average (see CoA&S Advising p.5). All Political Science faculty members also exceed the minimum expectations for scholarship (see History and Political Science Scholarship).

Department of Music and Dramatic Arts

The full-time faculty of the Department of Music and Dramatic Arts consists of three tenured faculty and three lecturers, one of whom is also shared with the Department of English and Modern Languages. These faculty maintain the Bachelor of Arts in Dramatic Arts and the Bachelor of Arts in Music programs, and teach general education courses in Communication, Dramatic Arts, and Music.

Over the period from fall 2016 through fall 2019, 100% of the lower division classes in Communication and Theater Appreciation were generated by full-time Dramatic Arts faculty members, and between 69.3% and 100% of the upper division credit hours, averaging 94% (see Percent of Credit Hours by Faculty Status p. 1). During the period fall 2016 through spring 2019, the full-time Dramatic Arts faculty generated between 435 and 246 credits hours per term on average (see Credit Hours by Faculty p. 1). The bulk of the credit hours for the faculty member on the upper end of the range were generated in large sections of THEA 1100 Theater Appreciation. In addition to teaching Dramatic Arts classes the tenured faculty coordinates curriculum and assessment and advises all Dramatic Arts majors (see Departmental Service Music and Dramatic Arts and CoA&S Advising p. 3).

Over the period from fall 2016 through fall 2019, between 40.9% and 80.4% of the credit hours generated in lower division music classes were generated by full-time Music faculty members, averaging 60.1%, and between 65.8% and 98.1% of the upper division credit hours in Music classes (see Percent of Credit Hours by Faculty Status p. 2). Most of the credit hours generated in both lower division and upper division classes by part-time instructors are generated through teaching individual lessons in voice and musical instruments. During the period fall 2016 through spring 2019, the full-time Music faculty generated between 49 and 162 credit hours per term on average (see Credit Hours by Faculty p.2). In addition to teaching classes, the two tenured Music faculty members serve as the program's Curriculum and Assessment committee with Dr. Laughlin taking the lead in this area (see Departmental Service Music and Dramatic Arts). All Music majors are advised by one of the tenured faculty members (see CoA&S Advising p. 3). The full-time Music faculty are also active performers, which qualifies as scholarship in that program area (see Music Scholarship).

Department of Psychology and Sociology

The full-time faculty of the Department of Psychology and Sociology consists of four tenure-track faculty members, five tenured faculty members and one lecturer. These faculty support the Bachelor of Science in Psychology and the Bachelor of Science in Sociology programs entirely, and support a Bachelor of Science in Criminal Justice in collaboration with Dalton State College and Georgia Highlands College. The faculty also teach general education courses in Psychology and Sociology.

Over the period from fall 2016 through fall 2019, between 95.1% and 100% of the credit hours generated in lower division Psychology classes were generated by full-time Psychology faculty members, averaging 99.3%, and 100% of credit hours in upper division Psychology classes (see Percent Credit Hours by Faculty Status pp.3-4). During the period fall 2016 through spring 2019, full-time Psychology faculty generated between 229 and 386 credit hours per term on average (see Credits Hours by Full-Time Faculty p. 4). Lower division Psychology classes are capped at between 35 and 45 seats, and upper division at between 26 and 45.

In addition to teaching Psychology classes, all members of the full-time Psychology faculty serve on the Curriculum and Assessment committee for the program, which is chaired by Dr. Cotter who is also the program coordinator (see Departmental Service Psychology and Sociology). All full-time Psychology faculty members serve as academic advisors, advising between 12 and 38 psychology majors per term on average (see CoA&S Advising p. 7). All full-time Psychology faculty members are also active scholars (see Psychology and Sociology Scholarship).
Over the period from fall 2016 through fall 2019, 100% of credit hours generated in both lower division and upper division Sociology classes were generated by full-time Sociology faculty members (see Percent of Credit Hours by Faculty Status p. 4). During the period fall 2016 through spring 2019, full-time Sociology faculty generated between 340 and 358 credit hours per term on average; Joanna Laughlin, a lecturer in Sociology and Criminal Justice generated 265 credit hours per term over that same period on average, 128 credit hours in Sociology classes and 137 in Criminal Justice on average (see Credit Hours by Full-Time Faculty p. 4). Lower division Sociology classes are capped at between 35 and 46 seats, and upper division are capped at between 30 and 42 seats.

In addition to teaching Sociology classes, the tenure-track and tenured Sociology faculty members all three serve on the Curriculum and Assessment Committee for the program, which is chaired by Dr. MacLennan who is also the program coordinator. From fall 2018 through spring 2021, the program is participating in the Gateways to Completion (G2C) process to redesign instruction in SOCL 1101 Introduction to Sociology, so all three full-time faculty members and one full-time faculty member from Psychology are serving on the Course-Level committee and the department chair of Psychology and Sociology and the Chair of the Course-Level committee serving on the institutional G2C Steering Committee. The Lecturer in Criminal Justice is the program coordinator on GSW’s campus and serves on the Advisory Board for the consortium that oversees the Criminal Justice Curriculum (see Departmental Service Psychology and Sociology). All three full-time Sociology faculty members serve as academic advisors, advising between 10 and 18 majors per term on average. The Lecturer in Criminal Justice advises all Bachelor of Science in Criminal Justice majors for whom GSW is their home institution averaging 54 advisees per term (see CoA&S Advising p. 7). The three full-time faculty members in Sociology exceed the minimum expectation for scholarship and the lecturer concentrated on service (see Psychology and Sociology Scholarship).

Department of Visual Arts

The full-time faculty of the Department of Visual arts consists of three tenured faculty and one lecturer. These faculty support the Bachelor of Arts in Art and the Bachelor of Fine Arts in Art programs, and teach general education classes in Art. Over the period from fall 2016 through fall 2019, 100% of credit hours generated in both lower division and upper division Art classes were generated by full-time Visual Arts faculty members (see Percent Credit Hours by Faculty Status p. 1). During the period fall 2016 through spring 2019, full-time Visual Arts faculty generated between 83 and 175 credit hours per term on average (see Credit Hours by Full-Time Faculty p. 1). The Lecturer in Visual Arts taught a combination of lower division and upper division classes, while the tenured faculty taught upper division classes almost exclusively. Art Appreciation classes are capped at 50 seats, Art History classes at 22 seats, and Studio Art classes at 20 seats.

In addition to teaching Visual Arts classes, all the full-time faculty participate in the review of student portfolios at four stages during the program. These reviews represent the primary means by which the faculty oversee the Visual Arts curriculum and assessment of its effectiveness. Mr. Wynn coordinates these reviews. The full-time Visual Arts faculty also serve the program in other ways, including advising student organizations and coordinating the campus art galleries (see Departmental Service Visual Arts). All the full-time Visual Arts faculty members serve as academic advisors, advising between 4 and 21 majors per term on average (see CoA&S Advising p. 8). All the full-time Visual Arts faculty members are also active producers and exhibitors of Visual Arts (see Visual Arts Scholarship).

College of Business and Computing

The full-time faculty of the College of Business and Computing consists of 7 tenure-track faculty members, 11 tenured faculty members and 6 lecturers. Dr. Howell, one of the tenured faculty in Business, teaches only online courses and has not other responsibilities at this time. The College of Business and Computing maintains five Degree Programs: the Bachelor of Business (with tracks in Accounting, Human Resource Management, Management, and Marketing), the Bachelor of Science in Computer Science, the Bachelor of Science in Information technology (with tracks in Business and Multimedia), the Master of Business Administration, and the Master of Science in Computer Science. Students in the Bachelor of Science in Long Term Care Management Program also take courses in General Business, Management, and Marketing. Economics classes are the only general education classes taught by the Business faculty.

Over the period from fall 2016 through fall 2019, between 58.4% and 77.8% of the credit hours generated in lower division Business courses were generate by full-time Business faculty, averaging 70.5%, between 85.8% and 96.6% of the upper division credit hours generated, averaging 88.6%, and between 98.1% and 100% of the graduate credit hours generated were generated by full-time Business faculty, averaging 99.2% (see Percentage Credit Hours Full-Time Faculty p. 6 BBA and pp. 7-8 MBA). During the period fall 2016 through spring 2019, full-time Business faculty generated between 163 and 381 undergraduate credit hours on average, and between 42 and 83 graduate credit hours on average. Most of the full-time faculty on the lower end of the undergraduate credit range also generate graduate hours (see Credit Hours Generate by Full-Time Faculty pp. 5-6 BBA and p. 11 MBA). Lower division Business classes are capped at 30-35 seats, upper division at 25-50 seats, and graduate classes at 26-35 seats. General education Macroeconomics and Microeconomics classes are capped at between 50 and 80 seats.
Over the period from fall 2016 through fall 2019, between 47% and 58% of the credit hours generated in lower division Computer classes were generated by full-time Computer Science faculty, averaging 50.2%, but it should be noted that the majority of lower division credit hours generated in Computer classes are generated on CIS 1000 Computer Applications many sections of which are taught by staff from the Office of Information and Instructional Technology, classified as Other faculty by IPEDS (see Percent Credit by Full-Time Faculty p. 5). During the same period, between 60.1% and 86.5% of the credit hours generated in upper division Computer Science classes were generated by full-time Computer Science faculty, averaging 76.7%, and 51% and 100% of the graduate hour generated in Computer Sciences courses were taught by full-time Computer Science faculty, averaging 73% (see Percent Credit by Full-Time Faculty p. 5 BSCS and p. 8 MSCS). All of the graduate credit hours in Computer Science generated by Other Faculty were generated by the former Dean of the School of Computing and Mathematics, who was a Professor of Computer Science; the School of Computing and Mathematics was closed at the end of the 2018-19 academic year. Full-time Computer Science faculty also taught courses for the WebBSIT consortium until the end of the 2018-19 academic year (see Percent Credit by Full-Time Faculty p. 5). During the period fall 2016 through spring 2019, full-time Computer Science faculty generated between 74 and 263 undergraduate credit hours on average, and generated between 18 and 27 graduate credit hours on average (see Credit Hours Generated by Full-Time Faculty p. 4 undergraduate and p. 12 graduate). The senior lecturer in Computer Science accounted for the highest average number of undergraduate hours generated while teaching exclusively undergraduate courses. The rest of the full-time Computer Science faculty generated a combination of undergraduate and graduate hours. Lower division Computer classes are capped at between 20 and 35 seats, upper division at between 15 and 35 seats, and graduate at 15 seats.

Due to the size of its student population and the number of variations in degree tracks and levels it offers, the College of Business and Computing has nine faculty committees that oversee various aspects of its degree programs' curriculum and assessment. The Assurance of Learning Committee (AOL) oversees assessment for Business programs and the Computing Committee oversees curriculum and assessment for Computer Science programs. There are three committees that oversee the levels of programs in the College: the Pre-Major Committee, the Undergraduate Committee, and the Graduate Committee. In addition, there are four curriculum committees in Business related to the tracks in the BBA program: the Accounting Committee, the Human Resource Management Committee, the Management Committee and the Marketing Committee. Full-Time faculty are assigned to College committees based on their expertise (see College Service CoB&C). Most full-time Business faculty members also serve as academic advisors, advising between 5 and 106 majors on average per term. The two full-time Business faculty with the largest advising loads, 101 and 106 respectively, occupied a position that was responsible for teaching online Accounting classes and advising online Accounting majors (see CoB&C Advising p. 1). All full-time Computer Science faculty serve as academic advisors advising between 23 and 36 majors per term on average (see CoB&C Advising pp. 1-2). All tenure track and tenured Business faculty exceed the minimum expectation for scholarship (see Business Scholarship), as do two of the full-time Computer Science faculty (see Computer Science Scholarship).

**College of Education**

The full-time faculty of the College of Education consists of 3 tenure-track faculty members, 4 tenured faculty members, including the Dean, and three lecturers. The College supports a Bachelor of Science in Education program, with tracks in Elementary Education, Middle Grades Education, Physical Education, and Special Education, a Master of Education program: the Accounting Committee, the Human Resource Management Committee, the Management Committee and the Marketing Committee. Full-Time faculty are assigned to College committees based on their expertise (see College Service CoB&C). Most full-time Business faculty members also serve as academic advisors, advising between 5 and 106 majors on average per term. The two full-time Business faculty with the largest advising loads, 101 and 106 respectively, occupied a position that was responsible for teaching online Accounting classes and advising online Accounting majors (see CoB&C Advising p. 1). All full-time Computer Science faculty serve as academic advisors advising between 23 and 36 majors per term on average (see CoB&C Advising pp. 1-2). All tenure track and tenured Business faculty exceed the minimum expectation for scholarship (see Business Scholarship), as do two of the full-time Computer Science faculty (see Computer Science Scholarship).

Over the period from fall 2016 through fall 2019 on GSW's campus, between 45.5% and 83.7% of the lower division credit hours generated were generated by full-time faculty, averaging 60.5%, and between 74.9% and 97.7% of the upper division credit hours generated, averaging 90.1% were generated by full-time Education faculty members. Over the period from fall 2016 through fall 2019 at the ABAC site, between 40.1% and 81.4% of the upper division credit hours generated, averaging 64.4%, were generated by full-time Education faculty, who commute to Tifton from Americus (see Credit Hours by Faculty Status p. 6-7). During the period fall 2016 through spring 2019, full-time Education faculty generated between 35 and 108 undergraduate Education credit hours at the ABAC off-campus site, and between 21 and 264 undergraduate Education credit hours on GSW's campus by full-time Education faculty members (see Credit Hours by Full-Time Faculty p. 7-9). Over the period from fall 2016 through fall 2019, between 52.1% and 97.4% of the graduate credit hours generated, averaging 69.6%, were generated by full-time Education faculty (see Percent Credit Hours by Faculty Status p. 8). During the period fall 2016 through spring 2019, full-time Education faculty generated between 53 and 375 graduate credit hours per term on average (see Credit Hours by Full-Time Faculty pp. 11-12). As a general rule, faculty members that generate high numbers of undergraduate credit hours generate lower numbers of graduate credit hours or do not teach graduate courses at all. Undergraduate Education courses on GSW’s campus are capped at between 22 and 30 seats, while they are capped at 13 seats at the ABAC instructional site. Graduate Education courses are capped at between 45 and 90 seats.
In addition to teaching Education classes, the full-time Education faculty also serve on several committees that oversee curriculum and assessment for the College. The Teacher Education Council oversees undergraduate curriculum and reviews undergraduate assessment data, and the Graduate Committee fulfills the same function for graduate programs. In addition, there is a Field Experience Committee that oversees field placements for the College. During the current academic year there is a Key Assessments Task Force that has been charged to revive the assessment program for the graduate program (see College Service Education). All full-time Education faculty serve as academic advisors, advising between 11 and 52 undergraduate Education majors per term on average (see Education Advising p. 1), and between 141 and 161 graduate students per term on average (see Education Advising p. 1). All tenure-track faculty in Education exceed the minimum expectations for scholarship (see Education Scholarship).

**College of Nursing and Health Sciences**

The full-time faculty of the College of Nursing and Health Sciences consists of 4 tenure-track faculty members, 5 tenured faculty members, 8 lecturers and a clinical instructor. These faculty support a Bachelor of Science in Exercise Science program, an interdisciplinary Bachelor of Science in Long Term Care Management program, a Bachelor of Science in Nursing program and a Master of Science in Nursing program with four track, including an Educator track, an Informatics track, a Manager track, and a Family Nurse Practitioner track.

Over the period from fall 2016 through fall 2019, between 87.8% and 98.7% of the undergraduate credit hours generated in Nursing courses were generated by full-time Nursing faculty, averaging 95% for the period (see Percent Credit by Faculty Status p. 7). During the same period, between 48.3% and 83.1% of the graduate credit hours generated in Nursing were generated by full-time Nursing faculty, averaging 66.7%. The MSN program was offered in collaboration with Columbus State University during this period, and, therefore, the majority of the Other Faculty who taught in the program were full-time Nursing faculty at Columbus State University (see Percent Credit by Faculty Status pp. 8-9). During the period fall 2016 through spring 2019, full-time Nursing Faculty generated between 53 and 290 undergraduate credit hours in Nursing courses on average per term (see Credit Generated by Full-time Faculty p. 5), and between 24 and 153 graduate hours in Nursing courses per term on average (see Credit Generated by Full-Time Faculty pp. 12-13). The faculty members on the upper ends of the range for both graduate and undergraduate credit hours taught exclusively graduate or undergraduate courses. Undergraduate Nursing courses are capped at between 10 and 40 seats, while graduate courses are capped at between 10 and 25 seats.

The Bachelor of Science in Exercise Science was implemented in fall 2018; during that period 100% of all Exercise Science credit hours were generated by full-time Exercise Science faculty members (see Percent Credit by Faculty Status p. 5). During that fall 2018 and spring 2019, full-time Exercise Science faculty generated between 201 and 220 credit hours per term on average (Credit Generated by Full-time Faculty p. 5). Exercise Science classes are capped at between 25 and 30 seats. The Bachelor of Science in Long Term Care Management was also implemented in fall 2018, and is an interdisciplinary program with only three courses coded as LTCM. At this time, no LTCM class has been by a full-time faculty member in the College (see Percent Credit by Faculty Status p. 5). Long Term Care management classes are capped at between 25 and 40 seats.

The College of Nursing and Health Sciences has four committees that oversee the Nursing programs: the Undergraduate Curriculum Committee, the Undergraduate Assessment and Testing Committee, the Graduate Curriculum Committee, and the Graduate Assessment Committee. The Exercise Science Program has one Curriculum and Assessment Committee and the Long Term Care Management program has an Advisory Board with representatives from Psychology, Business, and Nursing, the units that contribute courses to the program. Both the Exercise Science Curriculum and Assessment Committee and the Long Term Care Management Advisory Board are chaired by the Associate Dean of Health Sciences (see College Service Nursing and Health Sciences). Full-time Nursing Faculty members do not generally serve as academic advisors, since the College has two professional advisors, one for the BSN program and one for the MSN program (see CoN&HS Advising p 1). The full-time Exercise Science Faculty serve as academic advisors, advising between 43 and 62 majors per term on average (see CoN&HS Advising p 1). All Long Term Care Management students are currently advised by the Associate Dean of Health Sciences (see CoN&HS Advising p 1). Some full-time faculty in the College of Nursing and Health Sciences exceed the minimum expectations for scholarship (see CoN&HS Scholarship).

The data and descriptions provided above demonstrate that GSW employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

**Sources**

- Biology Scholarship
- Business Scholarship
- Chemistry Scholarship
Program Coordination

For each of its educational programs, the institution:

c. assigns appropriate responsibility for program coordination.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) assigns responsibility for the coordination of each degree program to a dean, a department chair, or the designee of a dean or a department chair. The primary qualifications for academic program coordinators are educational credentials appropriate to the discipline of the degree program, typically a terminal degree or the equivalent. Note that GSW considers the MFA a terminal degree in production arts programs, such as dramatic arts or visual arts. The specific duties of an academic program coordinator are defined in the document Program Coordinator Responsibilities, last updated in 2018. The table below shows the coordinator for each degree program, as well as, the coordinator's credentials in the form of a current CV.

<table>
<thead>
<tr>
<th>Program</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Dr. Bryan Davis</td>
</tr>
<tr>
<td>BA in Dramatic Arts</td>
<td>Mr. Jeffrey Green, MFA</td>
</tr>
<tr>
<td>BA in English</td>
<td>Dr. Paul Dahlgren</td>
</tr>
<tr>
<td>BA in History</td>
<td>Dr. Glenn Robinson</td>
</tr>
<tr>
<td>BA in Music</td>
<td>Dr. Julie Megginson</td>
</tr>
<tr>
<td>BA Visual Arts</td>
<td>Ms. Laurel Robinson, MFA</td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>Dr. Shannon Perry</td>
</tr>
<tr>
<td>BFA Visual Arts</td>
<td>Ms. Laurel Robinson, MFA</td>
</tr>
<tr>
<td>Bachelor of General Studies</td>
<td>Dr. J. Kelly McCoy</td>
</tr>
<tr>
<td>BS Biology</td>
<td>Dr. Stephanie Harvey</td>
</tr>
<tr>
<td>BS Chemistry</td>
<td>Dr. Tzvetelin Iordanov</td>
</tr>
<tr>
<td>BS Computer Science</td>
<td>Dr. Linqiang Ge</td>
</tr>
<tr>
<td>BS Criminal Justice</td>
<td>Ms. Leigh Laughlin (see note below)</td>
</tr>
<tr>
<td>BS Exercise Science</td>
<td>Dr. Leisa Easom (see note below)</td>
</tr>
<tr>
<td>BS Geology</td>
<td>Dr. Samuel Peavy</td>
</tr>
<tr>
<td>BS Information Technology</td>
<td>Dr. Linqiang Ge</td>
</tr>
<tr>
<td>BS Long Term Care Management</td>
<td>Dr. Leisa Easom</td>
</tr>
<tr>
<td>BS Mathematics</td>
<td>Dr. Kailash Ghimire</td>
</tr>
<tr>
<td>BS Nursing</td>
<td>Dr. Teresa Teasley</td>
</tr>
<tr>
<td>BS Political Science</td>
<td>Dr. John LeJeune</td>
</tr>
<tr>
<td>BS Psychology</td>
<td>Dr. Ellen Cotter</td>
</tr>
<tr>
<td>BS Sociology</td>
<td>Dr. Jamie MacLennan</td>
</tr>
<tr>
<td>Bachelor of Science in Education</td>
<td>Dr. Rachel Abbott (see note below)</td>
</tr>
<tr>
<td>MBA</td>
<td>Dr. Carol Bishop</td>
</tr>
<tr>
<td>MS Computer Science</td>
<td>Dr. Alexander Yemelyanov</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>Dr. Paula Bryant</td>
</tr>
<tr>
<td>Master of Education</td>
<td>Dr. Melanie Thornton (see note below)</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>Dr. Melanie Thornton (see note below)</td>
</tr>
</tbody>
</table>

Note on Criminal Justice Program: Ms. Laughlin is GSW's representative on the Curriculum Leadership Committee that oversees the curriculum and assessment for the eMajor consortium that includes Dalton State College and Georgia Highlands College in addition to GSW who deliver this program jointly (see aMajor Factbook p. 107).

Note on Exercise Science Program: Dr. Easom, Associate Dean of the College of Nursing and Health Sciences, is the administrative head of the Exercise Science program. She makes curricular decisions in consultation with the the Exercise Science faculty.

Note on Education Programs: the program coordinators for the bachelor, masters, and specialist program in education are administrative heads of these programs who oversee the curriculum for the shared courses at each degree level. The coordinators ask for feedback on curriculum and accreditation issues or act on proposals from the faculty specialists who teach in the program tracks, such as Elementary Education, Middle Grades Education, Health & Physical Education, and Special Education.
Sources

AbbottCVOctober2019
Alexander Yemelyanov CV
BPDavisCV
CV revised Dahlgren 2019
CV_Linqiang Ge
Carol Bishop CV
Cotter CV
Ghimire CV
Harvey_Vita Fall 2019
Iordanov-Vita-Fall2019
JKMcCoyCV2019
John LeJeune CV 12.2019
L Laughlin CV
LeisaCurriculumVitae 2019
MC Whitlock CV
MacLennan CV
Megginson CV
Paula Bryant CV2019
Peavy-Vita_Fall2019
Perry CV
Program Coordinator Responsibilities 2018
Robinson CV
Teasley CV
Thornton CV
VITAE-Robins (002)
Vita 2019 - Jeff Green
eMajor_Factbook (Page 112)
CR - 8.1

Student Achievement
The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) identifies three primary areas of student achievement: total enrollment, one-year retention of first-time, full-time undergraduate students, and six-year graduation rates for the same cohorts of students measured for one-year retention. Total enrollment is used as a measure of overall institutional health because it is affected directly by recruitment of new students, retention of continuing students, and graduating students. Enrollment also remains the primary factor determining state funding in Georgia. One-year retention gives GSW a measure of how successful we are at supporting students during their crucial first-year. Timely graduation gives GSW a measure of how successful we are at supporting students from the end of their first year though graduation. For this purpose, GSW uses National Clearinghouse graduation data, because it captures the outcomes of the significant population of students who transfer out. Since GSW is also a primary provider of teachers and nurses to Southwest Georgia, the institution also monitors Georgia Assessments for Certification of Educators II (GACE II) Pass Rates and National Council Licensure Examination for Registered Nurses (NCLEX-RN) Pass Rates for First-Time Takers.

GSW uses these measures to help assess its success as "a comprehensive university serving a diverse population of students" (see GSW Mission). These measures also help assess GSW's success meeting Strategic Theme #1 of our 2015-22 Strategic Plan "Expanding High Impact Teaching and Learning Experiences," specifically incorporating retention and progression efforts as a seamless integration to the learning environment and campus culture and by increasing student retention, persistence and timely graduation to support student success (see GSW Strategic Plan 2015-22 p.2 ff.). These measures have been selected as appropriate for GSW’s student population which includes a relatively high percentages of first generation students, Pell eligible students, and students from under-represented populations, including African American or Black, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and Two or more races when at least one reported race as under-represented minorities (see Fall Enrollment for Special Populations and First-Time Full-Time Enrollment for Special Populations). All of these measures are commonly accepted ones used by universities and colleges across the United States.

Enrollment

GSW’s Administrative Council has established enrollment goals for total fall enrollment through the next five years using our Fall 2019 enrollment of 2950 as a benchmark. The goal established previous to 2019 targeted continuous increase in enrollments, and from summer 2015 through summer 2018 GSW met this goal experiencing GSW ten consecutive terms of enrollment growth comparing fall terms to fall terms, spring terms to spring terms, and summer terms to summer terms (see GSW Total Fall Enrollment, GSW Total Spring Enrollment, and GSW Total Summer Enrollment). This period of growth and the subsequent decrease in enrollment fall 2018 to 2917 established a threshold of acceptability of 2900 total fall term enrollment. Accordingly, GSW’s enrollment goals for the next five years are 3100 for fall 2020, 3200 for fall 2021, 3300 for fall 2022, 3400 for fall 2023, and 3500 for fall 2024. The ultimate goal of reaching and maintaining an enrollment of 3500 is based on increasing our level of fiscal resources to allow a greater level of student, staff, and faculty support than is currently possible.

During the last ten years, several trends have affected the increases and decreases in enrollment through the period. In fall 2010 and 2011, GSW reached two consecutive record total fall enrollments, partially due to a strategy of signing Transfer Agreements with the two-year state colleges in the University System of Georgia (USG) between 2008 and 2010 (see GSW Total Fall Enrollment). Near the end of this period, the USG decided to allow state colleges to begin offering bachelor degree programs and at the same time, the institutions of the Technical College System of Georgia were seeking regional accreditation with SACSCOC. As these two external trends began to take hold, the number of GSW sophomores and juniors began to decrease and eventually even the number of seniors, and GSW’s total fall enrollment fell to its lowest point in the ten-year period 2010 to 2019 at 2666 in fall 2014. Of course, part of the explanation for sophomore and junior decreases is the attrition tied to first-year retention, but during this period of decrease, GSW also experienced a decrease in the number of students transferring in as our Transfer Agreements with state colleges became less productive.
From fall 2014 through fall 2017, GSW experienced another period of increasing enrollment to its record total fall enrollment of 3052 in 2017. During this period two trends were largely responsible for the increase. The popularity of Dual Enrollment programs, fueled by state encouragement in the form of lottery funding, led to an increase from 82 Dual Enrollment students in fall 2014 to 229 in fall 2017. This same period graduate enrollments increased from 139 to 446 with the introduction of a Master of Science in Nursing program and the revitalization of Master and Specialist programs in Education. Slight decreases in these trends coupled with the continuing decrease in sophomores, juniors and seniors led to decrease in total fall enrollment to 2907 in fall 2018. GSW proposes to meet its enrollment goals over the next five years by placing an emphasis on recruiting more new students by introducing new degree programs designed to meet regional and national needs, and by continuing its efforts to increase retention and graduation rates.

Retention

Examining at the trends in retention over the last ten years has established a 62% retention rate as the threshold of acceptability for retention, since this low point in retention over the last ten years will indicate a negative trend in retention. GSW’s short term goal within the next two to three years is to get back to the 73% retention rate experienced in fall 2014. The ultimate goal is to raise retention to 75% and maintain it at that level. This goal is consistent with institutional trends, with the nature of GSW’s student population, and with the achievement of our enrollment goals (see GSW Retention Rates and GSW Fall Undergraduate Special Populations Enrollment).

Two institutional decisions had a significant effect upon the increase in retention from 62.6% for the 2010 cohort on first-time full-time students to 73.8% for the 2013 cohort. One decision was to discontinue the practice not requiring first-time full-time cohorts to meet the 2.0 GPA standard for good academic standing until the beginning of their second-year. The second was to establish the positions of retention specialist and academic success coach in what was then the Academic Resource Center, currently the Office of First-Year Experience (FYE), to concentrate upon working with students with GPAs between 1.5 and 2.0 to increase their academic success. These decisions worked well for a time, but their effectiveness was compromised for the 2016 and 2017 cohorts when there was a period of instability in the leadership and turnover of employees in the Academic Resource Center. This situation was largely responsible for the decrease in retention for the 2017 cohort to 61.6%, slightly below the threshold of acceptability. In addition to stabilizing the Academic Resource Center under new leadership as FYE, GSW made two other changes to its strategies for increasing first-year student success and retention. The first strategy was to institute the practice of scheduling check in meetings between incoming first-year students and a member of the FYE staff during their first six weeks on campus to discuss how their classes a going and how they are integrating into the campus community. During the summer of 2018, GSW’s first-year experience class UNIV 1000 was revised significantly to include activities specifically targeted at developing productive learning mindsets (see Learning Mindset One Piecer). These changes seem to have been partially responsible for the increase in retention for the 2018 cohort to 68.5% (see GSW Retention Rates).

Graduation

GSW’s Key Student Completion Indicator (KSCI) is the National Clearinghouse Graduation Rate because it tells the story not only of the students in our first-time full-time cohorts who stay at GSW, but also of the ones who transfer out. GSW also continues to monitor the USG institution-specific and system-wide graduation rates that we used prior to designating the Clearinghouse as our KSCI. For the institutional portion of the Clearinghouse rate and the USG Institution-Specific rate, GSW has set a threshold of acceptability at 25%, both because this is minimum rate required by the US DoE and because this is the historic low within the last ten years. Given that on average 15% of the students who transfer out of GSW graduate from another institution within six years, GSW’s threshold of acceptability for the total Clearinghouse rate is 40% (see GSW Graduation Rates and GSW Graduation Rates from Clearinghouse Data). GSW has set the short term goal of increasing the graduation rate for students who stay at GSW to 40% and, therefore, our total Clearinghouse rate to 55%. GSW’s aspirational goal is to increase the graduation rate of students who stay at GSW to 50% and its total Clearinghouse rate to 65-70%. Given GSW’s historical trends and student population, this aspiration is attainable.

Given the composition of GSW’s student population, we have chosen to disaggregate our KSCI data by the following groups: Gender, White Non-Hispanic total and by gender, Under-Represented Groups total and by gender, and Pell Recipients total and by gender (see GSW Fall Special Populations Enrollment and GSW Graduation Rate from Clearinghouse Data). We have not chosen to use data on First-Generation students because we have changed our method of counting those students in the last five years, so the data are not currently consistent and reliable.
GSW's Institution-Specific, USG System Specific, and National Student Clearinghouse graduation rates rose slightly from the 2009 cohort to the 2010 cohort, dropped significantly for the 2011 cohort, and then rebounded significantly for the 2012 cohort and continued to rise for the 2013 cohort (see GSW Graduation Trends 2009-2013). The rate for the 2011 cohort was of particular concern because the rate was only slightly above our threshold of acceptability for our institution-specific rate and was slightly below for our total National Student Clearinghouse rate. The disaggregated data show drops from the 2010 to the 2011 rate across the board with the greatest drops occurring among Female Pell recipients, Female Under-Represented students, and total Pell recipients in that order. However, the rates for all disaggregated groups rebounded to rates comparable to the 2010 cohort rates in the data for the 2012 cohort with a couple of rates, most notably Male Pell recipients, Male Under-Represented students, and total Male students, rising to higher levels than in 2010. The upward trends largely continued in the rates for the 2013 cohort with the exception of the rate for Male Under-Represented students, although the 2013 rate even for these students was significantly higher than for the 2011 cohort (see GSW Clearinghouse Data). Given the trend data for the last five years, the data for 2011 appear to be anomalous. More importantly, the High Impact Practices, such as experiential learning, and interventions to increase Productive Learning Mindsets, including interventions to address Social Belonging anxieties that GSW has adopted to help improve retention and graduation rates are proven to be beneficial to all students, but also proven to be most beneficial to Under-Represented and First Generation college students.

Professional Licensure

GSW monitors the results of the Georgia Assessments for Certification of Educators II (GACE II) Pass Rates and National Council Licensure Examination for Registered Nurses (NCLEX-RN) Pass Rates for First-Time Takers, because it is a primary provider of certified educators and Registered Nurses in southwest Georgia. The College of Education has established an 90% pass rate for GACE II as its threshold of acceptability based on the pass rate data from the last five years, and has a established a goal of at least a 95% pass rate for GACE II going forward. Over the last five years, GSW students have passed the GACE II at an average rate of 96% with only one year (2016-17) below its goal and one year (2015-16) when all 64 takers of the test passed (see GACE II Pass Rates). The Georgia Board of Nursing requires nursing programs to maintain a four-year rolling average pass rate of 80% by first-time takers of the NCLEX-RN, which establishes the threshold of acceptability for GSW’s College of Nursing and Health Sciences for graduates of its Bachelor of Science in Nursing program. The steady increase in GSW’s pass rates during the last five years has established a goal of maintaining a four-year rolling average of at least 90%. GSW’s four-year average for the period 2015-2018 was 91.8% with two of those years slightly below 90% and two of them above (see NCLEX-RN Pass Rates). By these measures both GSW’s Bachelor of Education and Bachelor of Science in Nursing programs are successful.

Publication

GSW publishes its goals and outcomes for Student Achievement on its website (see GSW Student Achievement Page Web and GSW Student Achievement Page Printed). GSW also publishes its outcomes for enrollment, retention, and graduation on its Institutional Research Fact Book page.

The measures described above show that GSW identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered.
Sources

- Fall Undergraduate Special Populations Enrollment
- First-time Full-time Enrollment for Special Populations
- GACE II & NCLEX-RN Pass Rates
- GSW Graduation Trends 2009-13
- GSW I-S Grad Rate Partially Disaggregated
- GSW IR FactBook Page
- GSW Mission
- GSW Strategic Plan 2015-22 (Page 2)
- GSW Total Fall Enrollment
- GSW Total Spring Enrollment 2019
- GSW Total Summer Enrollment 2019
- GSW graduation rates
- GSW retention rates
- Graduation Rates from Clearinghouse Data
- Learning Mindset One Piecer
- Student Achievement Page Printed
- Student Achievement Page Web
- Student Achievement at GSW
Student Outcomes: Educational Programs

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

| a. student learning outcomes for each of its educational programs |

Judgment
☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Overview

Each of Georgia Southwestern State University's (GSW) degree programs designates expected learning outcomes for its program, assesses the extent to which it achieves its targets for performance on these outcomes, analyzes its assessment results, and uses this analysis to attempt improvements in the program outcomes. Each degree program reports to the office of its college dean and the Office of Institutional Effectiveness on its assessment procedures annually. Programs do not complete the entire assessment cycle every year, but operate on a three-year cycle (see the schedules for the last complete three-year cycle and the current cycle that is in progress).

Assessment Cycle

In the first year of the cycle, programs submit a three-year assessment plan that includes learning outcomes, methods of measuring performance on the learning outcomes, information about who analyzes the results and how often and targets for performance on the outcome measures (see GSW Assessment Plan Template). In the second year of the cycle, programs continue collecting outcomes data and report on any changes they may have made to their assessment plans. In the third year of the cycle, programs submit a three-year trend report on their assessment data for the previous three years that includes results of outcome measures, analysis of results against outcome targets, and improvement plans where warranted by analysis.

Documentation of Assessment Process

In the table below, there are three links for each degree program; a link to the three-year assessment plan for academic years 2015-16, 2016-17, and 2017-18; a link to three-year assessment trend reports for for academic years 2015-16, 2016-17, and 2017-18; and a link to three-year assessment plans for academic years 2018-19, 2019-20, and 2020-21. Note that the BS in Long Term Care Management did not begin until Fall 2018, and the BS in Exercise Science was converted from a Bachelor of Science in Education beginning Fall 2018; therefore there is only a three-year assessment plan for 2018-21 for these two programs. While the Bachelor of General Studies program began accepting student in fall 2015, the number who have completed the program has not yet achieved a large enough sample size to be significant. Therefore, the program show only its 2018-21 assessment plan in the table below. The BS in Criminal Justice Program is a collaborative program that began in Fall 2015 and since most of its assessments rely on artifacts in the program's capstone course, artifacts for assessment did not begin to be generated until fall term 2018. To date, only ten artifacts have been assessed for four of the five program learning outcomes, only three of them from students for whom GSW is their home institution, and twenty-five artifacts have been assessed, only eleven of them from students for whom GSW is their home institution (see BS CJ Numbers Assessed to Date). The Criminal Justice Advisory Board will be meeting on March 2, 2020 and discussion of the assessment results from fall 2018 to present is on the agenda for that meeting. Nonetheless, we have reported the results for fall 2018 and spring 2019 below.
Examples of "Closing the Loop"

Examples from the College of Arts and Sciences

* The primary assessments for the Bachelor of General Studies program occur in INDS 4000 Interdisciplinary Studies Capstone that was first taught during fall term 2017. By the end of the three-year period, only three students had completed INDS 4000 producing too little data from which to draw valid conclusion.

** Bachelor of Science in Exercise Science was a Bachelor of Science in Education with a Concentration in Exercise Science prior to Fall 2018.
• The Biology program identified lower than expected results on the ETS Major Field Test in Biology (MFT BIOL) as place for improvement. Faculty have compared individual results on the MFT BIOL with individual major program GPAs and found that the MFT BIOL results generally do not correlate with major GPA. The judge that the problem may be that students do not have a stake in the MFT BIOL test, since it has not been a component in the grading of the capstone course in which it is administered. Going forward, MFT BIOL results will account for part of the final grade in the Biology capstone course (see BIOL 3YR Trend p. 2).

• The Chemistry program faculty identified their conceptual understanding outcome as problem with ramifications throughout the program. Therefore, one faculty member sought and received a University System of Georgia STEM grant to develop additional academic supports for the foundational Chemistry sequence CHEM 1211 Principles of Chemistry I and CHEM 1212 Principles of Chemistry II, as well as additional support for students lacking the necessary preparation in Mathematics (see CHEM 3YR Trend 2018-18 p.6).

• Students in the Dramatic Arts program complete a capstone portfolio near the end of the program. The portfolio assessment results do not meet expectations with regard to synthesis of the elements of the program as whole. Therefore, the faculty have made a conscious effort to demonstrate connections between various parts of the program (See DART 3YR Trend p. 10).

• The BA in English program identifies research and writing as areas that do not meet expectations in students’ capstone portfolios. The faculty have changed the curriculum to ensure that every student has taken a course in which research methods and presentation of research is a significant component before progressing to 4000-level course that provide the majority of the artifacts for the senior portfolios (see ENGL 3YR Trend p. 6).

• The History faculty decided to change the style of the program’s capstone course to make it more focused allowing students to engage in more in-depth study of a Historical topic with peers (see Hist 3YR Trend Report p. 2).

• While the Geology program faculty are generally pleased with the senior theses that are the program capstone, they have identified continuing issues with Field Method Reports that are part of the projects. The faculty have instituted Filed Method Reports throughout the curriculum to provide students with further practice evaluating field data and presenting the results of that evaluation (see GEOL 3YR Trend p. 6).

• The MATH faculty have identified a lack of precision in the expression of solutions to problems as a problem in results for the outcome “the ability to make vague ideas precise by representing them in mathematical notation, when appropriate.” Therefore, the faculty have begun to place more emphasis on mathematical notation in the Calculus sequence that all MATH majors take (see BS MATH 3YR Trend p. 4).

• The results of the piano proficiency outcome have been more variable than the Music faculty expect. Therefore, they have begun delivering piano proficiency classes in a hybrid mode with online enhancements. Preliminary results suggest that the students respond well to this new approach (see MUSC 3YR Trend p. 2).

• To improve performance on Program Outcome 4 Communication Skills and Program Outcome 5 Professional Development, the Political Science faculty made presenting at the annual GSW Undergraduate Research Symposium a requirement of POLS 4950 Senior Research (see POLS 3YR Trend Report p. 2).

• In the Psychology program, the results of the Area Content Achievement Test (ACAT) did not meet the target in either 2016-17 or 2017-18. The faculty propose to establish a more structure review of the topics covered on ACAT during PSYC 4450 Seminar in Psychology, the class where test is administered (see PSYC 3YR Trend 2017-18 p. 5).

• The Sociology faculty judged that the overall results on on the program’s research methodology outcome demonstrated a general difficulty understanding Sociological research methods, although the student express confidence in their understanding of this outcome. The faculty decided to split the semester long research project in their research methods class into smaller sections to allow more opportunities to provide feedback through-out the term (see SOCI 3YR Trend 2017-18 p.8).

• The Visual Arts faculty have identified a lack of basic skills with hand tools while assessing their students at Sophomore Review. The faculty have developed opportunities for lower-level student to practice basic tool skills and for lower-level students to collaborate with more experience upper-level students on projects requiring handwork skills (see VART 3YR Trend pp. 4-5).

Examples from the College of Business and Computing

• The BBA program assessment team routinely examines assessment results that have been disaggregated by mode of delivery and make recommendations for changes to learning strategies in both face-to-face and online delivery. For instance, the team was concerned about the difference in assessment results for Business Knowledge in ECON 2105 Principles of Macroeconomics and Critical Thinking in BUSA 3050 Business Statistics between face-to-face delivery and online delivery. Therefore, they proposed a number of pedagogical revisions for ECON 2105 and BUSA 3050, including increased faculty-student interactions and promoting collaboration among the students (see BBA 3YR Trend 2018 pp.9-10).

• The Computer Science faculty judged the percent of students not meeting expectation on their professional ethics outcome in both the BS in Computer Science and the BS in Information Technology programs to be unacceptably high. Among the recommended changes is providing students with real world ethical scenarios, such as biased data sets to analyze systematically (see BSCS 3YR Trend 2017-18 p. 5 and BSIT 3YR Trend 2017-18 p. 5).

• The graduate Computer Science faculty were concerned about the relatively high percentage of MS in Computer Science students who did not meet expectations on the program’s self-directed study outcome. Therefore, the faculty propose to use technological means to increase instructor to student interaction and student to student interaction (see MScs 3YR Trend 2017-18 p. 5).

Examples from the College of Education
Surveys results from students who completed the BSED program showed that many students did not feel able to provide differentiated instruction for learners with disabilities, gifted learners, and English language learners. As a response, all Middle Grades and Secondary pedagogy classes all secondary pedagogy courses will require students to explain how they will differentiate their lessons for learners with disabilities, gifted learners, and English language learners (see BSED 3YR Trend Report pp. 4-5 and pp.8-9). The special education faculty chose to create a web source in the CoE website that contains resources and links on differentiated instruction. This source will be shared with recent graduates and those participating in the CoE's Induction program (see BSED 3YR Trend Report pp. 13-14).

Examples from the College of Nursing and Health Sciences

- The BSN faculty found that student performance on their critical thinking outcome did not meet expectations. Therefore they have instituted remediation activities throughout the semester to intervene as soon as issues arise (see BSN 3YR Trend p.19).
- The MSN faculty found that student written communication skills were lower than they expect. They have instituted more explicit instruction in written communication issues, such as APA style, and have begun recommending that selected students use the University Writing Center (see MSN 3YR Trend p. 23).

Why Assessment Reports for 2015-18 are Unavailable for the Master of Education and the Education Specialist Programs

Prior to 2017-18, the College of Education did not have a full-time Director of Assessment, and therefore, during the 2015-18 assessment cycle, the assessment plans for GSW’s graduate programs in Education were not carried out. This was partially due to the fact that Council for the Accreditation of Educator Preparation (CAEP) that accredits GSW’s undergraduate programs does not accredit graduate programs making this assessment a lower priority for the part-time program assessors. An ad hoc college committee on Key Assessment Revisions has been charged to reconstruct past assessments and to make revisions to the process and to its implementation (see College of Education Service).

The evidence presented about substantiates the claim that each of GSW’s degree programs, with the above exception noted, designate expected learning outcomes for their programs, assesses the extent to which they achieve their targets for performance on these outcomes, analyze their assessment results, and use this analysis to attempt improvements in the program outcomes.

Sources

- Annual Assessment Cycles 2016-18 & 2019-22
- BA & BS PSYC AP FY2016
- BA Art & BFA AP FY2016
- BA DART AP FY16
- BA ENGL AP FY2016
- BA HIST AP 2016
- BA MUSC AP FY2016
- BBA 3YR Trend 2018
- BBA 3YR Trend 2018 (Page 9)
- BBA AP 2016
- BBA AP 2018
- BIOL 3YR Trend 2018
- BIOL 3YR Trend 2018 (Page 2)
- BS BIOL AP FY 2016
- BS CHEM AP FY2016
- BS CJ AP FY2016
- BS CJ Numbers Assessed to Date
- BS CS AP FY2016
CR - 9.1

Program Content
Educational programs (a) embody a coherent course study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

Judgment
☑ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All educational programs at Georgia Southwestern State University (GSW) embody a coherent course of study that are compatible with GSW's Mission to offer "a range of strong undergraduate and graduate programs." All the fields of study offered at GSW have been approved by the University System of Georgia and assigned Classification of Instructional Programs (CIP) Codes appropriate to higher education (see list of GSW Programs with CIP codes below).

- Undergraduate Programs

The coherence of GSW's undergraduate program courses of study is embodied in the institution's University Learning Outcomes. Each undergraduate program includes broad grounding in essential skills; conceptual and factual knowledge in the humanities and fine arts, the physical and natural sciences, and the social sciences; information literacy, intercultural knowledge, and critical thinking. Each program also includes an area or areas of specialized knowledge and skills that continues the development of a student's essential skills within the context of a major and in some cases a minor discipline, as well as the application of knowledge and skills in real world situations. See complete list below of curriculum sheets for all GSW undergraduate programs.

Bachelor of Arts

Art
Dramatic Arts Performance Track
Dramatic Arts Communication and Media Arts Track
Dramatic Arts Theater Design and Technology Track
English
History
Music

Bachelor of Arts with Teacher Certification

English
History
Music

Bachelor of Business Administration

Accounting
Human Resource Management
Management
Marketing

Bachelor of Fine Arts

Art

Bachelor of General Studies
Bachelor of Science

Biology
Chemistry
Computer Science
Criminal Justice
Exercise Science
Geology
Information Technology Business Track
Information Technology Multimedia Track
Long Term Care Management
Mathematics
Mathematics Actuarial Science Track
Mathematics Computational Science and Engineering Track
Mathematics Financial Engineering Track
Political Science
Psychology
Sociology

Bachelor of Science with Teacher Certification

Mathematics
Political Science

Bachelor of Science in Education

Early Childhood
Health and Physical Education
Middle Grades Education
Special Education

Bachelor of Science in Nursing

BSN
Second Degree
LPN to BSN
RN to BSN

Graduate Programs

All graduate programs at GSW have a common structure that is characteristic of many post-baccalaureate programs. Each program has a set of advanced courses in the discipline that all degree candidates complete and then the degrees provide the opportunity for candidates to further specialize with the discipline. See complete list below of curriculum sheets for all GSW graduate programs.

Master of Business Administration
Master of Science in Computer Science
Master of Science in Nursing Education Track

Master of Science in Nursing Informatics Track
Master of Science in Nursing Leadership Track

Master of Science in Nursing Family Nurse Practitioner
Master of Education in Elementary Education
Master of Education in Middle Grades Language Arts
Master of Education in Middle Grades Mathematics
Education Specialist in Elementary Education
Education Specialist in Middle Grades Education

Sources

Academic Programs with CIP
GSW Mission
GSW SACSCOC Peer Group
GSW University Learning Outcomes 2015-
ba_art
ba_dacm
ba_dape
ba_datd
ba_eng
ba_entc
ba_his
ba_histc
ba_mus
ba_mustc
bba_acc
bba_hrm
bba_man
bba_mar
bfa_art
bgs_gnst
bs_biol
bs_chem
bs_cj
bs_csci
bs_geo
bs_itb
bs_iitm
bs_ltcm
bs_math
bs_mathc
bs_mtas
bs_mtcs
CR - 9.2

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. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

All baccalaureate level programs that Georgia Southwestern State University (GSW) offers require at least 120 credit hours to complete. See table below with links to curriculum sheets. Programs with more than one track amounting to the same number of credit hours, such as Dramatic Arts and Mathematics have a sample curriculum represented in the table.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts in Art</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts in Dramatic Arts</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts in English</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts in English with Teacher Certification</td>
<td>124</td>
</tr>
<tr>
<td>Bachelor of Arts in History</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts in History with Teacher Certification</td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Arts in Music</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts in Music with Teacher Certification</td>
<td>132</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Accounting)</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Human Resource Management)</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Management)</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Marketing)</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Fine Arts in Art</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of General Studies</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Biology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Chemistry</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Science</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Criminal Justice</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Exercise Science</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Geology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Information Technology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Long Term Care Management</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Mathematics with Teacher Certification</td>
<td>126</td>
</tr>
<tr>
<td>Bachelor of Science in Political Science</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Political Science with Teacher Certification</td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Science in Psychology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Sociology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Education Elementary Education</td>
<td>122</td>
</tr>
<tr>
<td>Bachelor of Science in Education Health and Physical Education</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Education Middle Grades Education</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Education Special Education</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
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</tr>
</tbody>
</table>

All graduate level programs that Georgia Southwestern State University (GSW) offers require at least 30 credit hours to complete. See table below.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration</td>
<td>30</td>
</tr>
<tr>
<td>Master of Education Elementary Education</td>
<td>33</td>
</tr>
<tr>
<td>Master of Education Middle Grades Language Arts</td>
<td>33</td>
</tr>
<tr>
<td>Master of Education Middle Grades Mathematics</td>
<td>33</td>
</tr>
<tr>
<td>Master of Education Special Education</td>
<td>33</td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
<td>30</td>
</tr>
<tr>
<td>Master of Science in Nursing Informatics</td>
<td>36</td>
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<tr>
<td>Master of Science in Nursing Leadership</td>
<td>36</td>
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<tr>
<td>Master of Science in Nursing Nurse Educator</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science in Nursing Family Nurse Practitioner</td>
<td>44</td>
</tr>
<tr>
<td>Education Specialist Elementary Education</td>
<td>30</td>
</tr>
<tr>
<td>Education Specialist Middle Grades Education</td>
<td>30</td>
</tr>
</tbody>
</table>

Sources

[File: ba_art]
[File: ba_dape]
Public Information
The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgment
☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Georgia Southwestern State University (GSW) makes its academic calendars available to students by a link on the upper right of its main Webpage. Currently the calendars for spring 2020, summer 2020, and fall 2020 are accessible via that link. These academic Calendars apply to GSW classes and eMajor BBA classes, while eCore classes, eMajor BS in Criminal Justice classes, and Master of Science in Nursing classes have separate calendars that are linked at the top of the GSW Academic Calendar page.

GSW’s grading policies are available in both its Undergraduate and Graduate Bulletins. A link to both bulletins can be found on menu to the left on our Registrar’s website.

The cost of attending GSW and our refund policy are both available to students on the Office of Student Accounts website. A complete tuition and fee schedule is also available in PDF format via a link on the Student Accounts website. The refund policy is also available in both the Undergraduate Bulletin and Graduate Bulletin.

Since all GSW’s public information is available on its website, all the public information is equally available to on-campus students, fully online students, and students at our off campus sites.

Sources
- FeeScheduleFY2020
- GSW Academic Calendar Fall 2020
- GSW Academic Calendar Spring 2020
- GSW Academic Calendar Summer 2020
- GSW Main Webpage
- GSW Main Webpage
- GSW Office of the Registrar
- GSW Refund Policy
- GSW_Current-Graduate_Bulletin (Page 11)
- GSW_Current-Graduate_Bulletin (Page 33)
- GSW_Current-Undergraduate_Bulletin (Page 29)
- GSW_Current-Undergraduate_Bulletin (Page 55)
- GoVIEW Academic Calendar
- Office of Student Accounts
- Registrar Main
- Student Accounts Main
- Student Accounts Tuition & Fees
- eCore Academic Calendar
- eMajor Academic Calendar
R - 10.3

Archived Information
The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment
☑ Compliance □ Non-Compliance □ Not Applicable

Narrative
Georgia Southwestern State University (GSW) maintains an electronic archive of its Undergraduate and Graduate Bulletins on the Registrar's website going back to the 2002-2003 academic year. The University Archive in the James Earl Carter Library holds hard copies of GSW's bulletins in their current form beginning in the 1965-1966 academic year and extending up to the 2001-2002 academic year when the institution went to fully online bulletins (see GSW Library Record). On the Registrar's website, GSW also maintains an electronic archive of curriculum sheets for all its degree, minor, and certificate programs that begins in the 2002-2003 academic year and extends to the present (see the GSW Curriculum Sheet Archive and Curriculum Sheet Archive Detail).

Since most of the currently relevant information on degrees and programs is available online, GSW's online students and students at GSW's off campus sites have access to these resources that is comparable to on-campus students.

Sources

- GSW Bulletin Archive
- GSW Bulletin Archive
- GSW Curriculum Sheet Archive
- GSW Curriculum Sheet Archive
- GSW Curriculum Sheets 2018-19
- GSW Library Record Bulletin
- GSW Registrar Page
Admissions Policies and Practices
The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Southwestern State University's (GSW) publishes admissions policies are consistent with its mission as "a comprehensive university serving a diverse population of students" and with the policies of the University System of Georgia (USG). GSW’s recruitment materials and presentations accurately represent its admissions policies and processes, and the contracts that are signed by independent contractors require them to follow all GSW’s recruitment and admissions policies and procedures.

Admission Policies for Undergraduates

Required High School Curriculum

Georgia Southwestern State University (GSW) and the University System of Georgia (USG) require all incoming first-time students to complete the Required High School Curriculum (RHSC) or the equivalent (see GSW Undergraduate Bulletin p. 11, the Georgia Board of Regents Policy Manual pp. 1-4, and USG Academic and Student Affairs Handbook p. 1-2). The RHSC includes:

- 4 units of mathematics
- 4 units of English
- 4 units of science
- 3 units of social science, including one course focusing on world studies
- 2 units in the same foreign language (2 units of American Sign Language may be used to satisfy this requirement.)

Students with RHSC deficiencies may be granted limited admission, but will be required to satisfy the missing requirement either before registering for classes at GSW or shortly thereafter. There are several methods of satisfying a deficiency, including completing college coursework in the area of deficiency or taking a standardized test to demonstrate subject matter proficiency. Out of state students who have completed the college preparatory curriculum of their home state, but still have been judged to be deficient may apply for exemption from the RHSC requirement (see GSW Undergraduate Bulletin pp. 11-13 on satisfying deficiencies).

General Admission Requirements for First-Time College Students

Applicants for regular admission to GSW who have graduated from high school within the last five years must submit a preliminary high school transcript, official results of either the ACT or SAT, and proof of required immunizations (see Beginning Freshmen in GSW Undergraduate Bulletin). To be considered for regular admission, applicants must meet the following minimums on the standardized test results they submit:

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Reading &amp; Writing = 480</td>
<td>Reading or Writing = 17</td>
</tr>
<tr>
<td>MATH = 440</td>
<td>MATH = 17</td>
</tr>
</tbody>
</table>

In addition to these minimum standardized test scores, GSW uses a minimum score of 1940 on so-called Freshmen Index to determine whether a student is eligible for regular admission. The formulas for determining an applicant's Freshmen Index score depends partially his or her standardized test scores and partially on GPA in the RHSC as follows:

SAT: Freshman Index = (500 x Required High School Curriculum GPA) + (1.06 x (SAT EBRW + SAT Math) - 74.
ACT: Freshman Index = (500 x Required High School Curriculum GPA) + (ACT Composite x 42) + 88.
Applicants for regular admission to GSW who graduated from high school five or more years before the date of their application or who have a GED and their high school class graduated at least five years before the date of their application need to submit their high school diploma or GED and to achieve the minimum required scores on the Next Generation Accuplacer Mathematics, Reading and Writing tests, unless the applicant has taken the SAT or ACT within the last five years (see Non-Traditional Students in GSW Undergraduate Bulletin). Students with a GED whose high school class graduated fewer than five years before the date they intend to apply to GSW are ineligible for admission. The minimum scores on the Next Generation Accuplacer to be eligible for regular admission are as follows:

Next Gen Reading = 221
Write Placer = 3
Next Gen Elementary Algebra/Quantitative = 234

These policies conform to the policies of the Georgia Board of Regents and the USG as detailed in Board of Regents’ Policy Manual Section 4.2.1 and the USG Academic and Student Affairs Handbook Section 3.1.

Applicants for regular first-year full time admission who are international students must submit a completed high school transcript accompanied by an evaluation from a member of the National Association of Credential Evaluation Services, Inc. certifying that the applicant’s high transcript is equivalent to a four-year high school education in the United States (see Current Undergraduate Bulletin pp. 21-23). International applicants who graduated from a high school in a non-English speaking country must also submit minimum TOEFL or IELTS scores, or SAT/ACT scores that meet the minimums required of English-Speaking students. Minimum TOEFL and IELTS scores are as follows:

TOEFL = 69 iBT, 523 PBT, 193 CBT
IELTS = 6.5

International applicants meeting these minimum total scores may still be required to complete English as a Second Language instruction at GSW if their section scores on TOEFL or IELTS are below the minimums shown below:

<table>
<thead>
<tr>
<th>Section</th>
<th>TOEFL</th>
<th>IELTS</th>
<th>ESL Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>14 or lower</td>
<td>5.0 or lower</td>
<td>ESL 0403 Bridge Reading</td>
</tr>
<tr>
<td>Writing</td>
<td>14 or lower</td>
<td>5.0 or lower</td>
<td>ESL 0400 Bridge Writing</td>
</tr>
<tr>
<td>Listening</td>
<td>14 or lower</td>
<td>5.0 or lower</td>
<td>ESL 0411 Bridge Pronunciation</td>
</tr>
<tr>
<td>Speaking</td>
<td>14 or lower</td>
<td>5.0 or lower</td>
<td>ESL 0411 Bridge Pronunciation</td>
</tr>
</tbody>
</table>

These policies conform to the policies of the Georgia Board of Regents and the USG as detailed in Board of Regents’ Policy Manual Section 4.2.1.2 and the USG Academic and Student Affairs Handbook Section 3.1.1.2.

International students who are admitted to GSW must provide the following documentation before the SEVIS I-20 will be issued and registration permitted.

- Completion of the Declaration and Certification of Finances form provided by GSW. Included, in this document is a Verification of Support and Bank Certification Letter. For the Bank Certification Letter you may use the included form or a bank letter/statement that includes the same information. A printed copy of the statement is acceptable if it includes a stamp from the bank.

- For an applicant transferring from another institution within the United States, A copy of his or her current I-20 visa, and I-94 along with the completed Undergraduate Transfer Clearance Form.

- Evidence of health/accident insurance. Each international student must obtain and maintain health/accident insurance. Students must purchase the University System of Georgia Student Health Insurance Plans (SHIP) insurance policy. International student athletes will purchase health/accident insurance through the Athletic Department.

- Proof of immunizations. The immunization form for international students must be provided within the first week of classes, or a student's registration will be dropped and a hold will be placed on their account.

Upon receipt of the application materials, required documents and official acceptance by GSW, international student applicants will be mailed the Certificate of Eligibility to Study (SEVIS I-20) required to obtain their F-1 visa at the U.S. Embassy or Consulate in their home country (see Current Undergraduate Bulletin pp. 21-23).
Exceptions to General Admission Requirements for First-Time College Students

An applicant who is extremely close to GSW’s minimum admission standards may be admitted as a Presidential Exception. Presidential Exceptions will generally have a Freshmen Index score of 1790 or higher (see Current Undergraduate Bulletin p. 16). By USG Policy, the number of Presidential Exceptions in a given academic Year cannot exceed 20% of the first-time full time students admitted (see percentages for Academic Years 2015-16, 2016-17, and 2017-18 in table below).

<table>
<thead>
<tr>
<th>Year</th>
<th>Total First-Year Students</th>
<th>Presidential Exceptions (PE)</th>
<th>Percentage Of PEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>404</td>
<td>76</td>
<td>18.8%</td>
</tr>
<tr>
<td>2016-17</td>
<td>514</td>
<td>96</td>
<td>18.7%</td>
</tr>
<tr>
<td>2017-18</td>
<td>473</td>
<td>87</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

These policies conform to the policies of the Georgia Board of Regents and the USG as detailed in Board of Regents’ Policy Manual Section 4.2.1.2 and the USG Academic and Student Affairs Handbook Section 3.1.1.3).

Admission Requirements for Transfer Students

Applicants for admission who will transfer 30 or fewer college credit hours must meet the same admission criteria as first-time full time students, including meeting minimum standardized test requirements and the minimum Freshmen Index score, but they must also provide official transcripts from any college or university that they attended prior to attending GSW. Applicants who will transfer more than 30 college credit are not required to submit high school transcripts or standardized test scores, but must provide official transcripts from any college or university that they attended prior to attending GSW. No matter how many college credit hours an applicant transfers into GSW, he or she must be in good standing at the last institution attended, generally having a GPA of 2.0 or above on a 4.0 scale (see Current Undergraduate Bulletin pp. 18-19).

International Transfer Students

Transfer applicants who have completed college coursework in another country must submit a transcript accompanied by a course-by-course evaluation from a member of the National Association of Credential Evaluation Services, Inc. evaluating how the applicant’s non-US college experiences correlate with US College experiences (see Current Undergraduate Bulletin p. 21).

International students who are admitted to GSW must provide the following documentation before the SEVIS I-20 will be issued and registration permitted.

- Completion of the Declaration and Certification of Finances form provided by GSW. Included, in this document is a Verification of Support and Bank Certification Letter. For the Bank Certification Letter you may use the included form or a bank letter/statement that includes the same information. A printed copy of the statement is acceptable if it includes a stamp from the bank.
- For an applicant transferring from another institution within the United States, A copy of his or her current I-20 visa, and I-94 along with the completed Undergraduate Transfer Clearance Form.
- Evidence of health/accident insurance. Each international student must obtain and maintain health/accident insurance. Students must purchase the University System of Georgia Student Health Insurance Plans (SHIP) insurance policy. International student athletes will purchase health/accident insurance through the Athletic Department.
- Proof of immunizations. The immunization form for international students must be provided within the first week of classes, or a student's registration will be dropped and a hold will be placed on their account.

Upon receipt of the application materials, required documents and official acceptance by GSW, international student applicants will be mailed their Certificate of Eligibility to Study (SEVIS I-20) required to obtain their F-1 visa at the U.S. Embassy or Consulate (see Current Undergraduate Bulletin pp. 21-23).

Transient Students
Students pursuing degrees at other institutions may apply to take classes at GSW as a Transient Student. For admission to GSW, applicants for Transient Student status must meet the following conditions:

- An applicant for admission as a transient student must present from the Registrar of the institution he or she is currently attending a statement recommending admission as a transient student. The statement should include the courses in which the student will be permitted to enroll.
- The Director of Recruitment and Admissions at GSW University must have evidence that the institution which the applicant attends is a regionally accredited institution.
- An applicant will be accepted as a transient student only if the applicant's previous academic work appears satisfactory. The Director of Recruitment and Admissions has the right to require the applicant to submit a transcript of previous college work.
- Transient students who want to qualify for in-state tuition must present proof of lawful presence and required immunizations prior to enrollment.

Since the University is primarily obligated to its regularly enrolled students, GSW accepted transient students are only allowed to register for classes after the bulk of GSW students have already registered. For instance, the early registration period when continuing GSW students could register for fall 2019 classes began March 25, 2019, while transient student registration began July 15, 2019.

**Dual Enrollment Students**

Dual Enrollment is a state-funded program allowing select high school students to attend college while still in high school. Courses completed at GSW earn students both high school and college credit. Dual Enrollment is available to Georgia students at public high schools and private high schools, as well as, home schooled students. Applicants for the Dual Enrollment program at GSW must submit the same materials as first-time full-time applicants, although applicants who have not yet taken the SAT or ACT may use the Next Generation Accuplacer scores to qualify for admission. In addition to having a High School GPA of 3.0 or better in all RHSC courses taken, Dula Enrollment applicants must meet the following minimum scores on standardized tests:

<table>
<thead>
<tr>
<th>SAT</th>
<th>ACT</th>
<th>Next Generation Accuplacer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of EBRW and MATH = 1050</td>
<td>Composite = 20</td>
<td>( \text{EBRW and MATH} = 237 )</td>
</tr>
<tr>
<td>Evidence-Based Reading and Writing (EBRW) = 480</td>
<td>Reading or Writing = 17</td>
<td>Write Placer = 4</td>
</tr>
<tr>
<td>MATH = 440</td>
<td>MATH = 17</td>
<td>Elementary Algebra/Quantitative Reasoning = 258</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(applicants need a score of 266 to qualify for MATH 1111 College Algebra</td>
</tr>
</tbody>
</table>

Dual Enrollment applicants must also submit an Immunization Record upon acceptance before they will be eligible to register (see Admissions Website).

**Admission Policies for Graduate Students**

- All applicants for admission to a graduate program at GSW must submit the following documents in addition to an application and application fee (see Current Graduation Bulletin pp 40-43):
  - Official transcripts from all previously attended colleges and universities
  - Official test scores
  - Proof of immunizations
  - Letters of recommendation

There are five types of graduate admission:
• Regular Admission without Conditions—An applicant meets all admission requirements.

• Regular Admission with Conditions—An applicant who does meet all admission requirements may be admitted conditionally. These students must complete at least nine semester credit hours with no class grade below B, before they can be admitted without conditions.

• Personal Development—An applicant with an undergraduate degree from an accredited institution may take graduate classes for personal development, but courses taken will under this type of admission cannot be applied to a GSW master's degree.

• Post Baccalaureate—An applicant with an undergraduate degree from an accredited institution may take graduate classes without pursuing a degree. Nine hours of courses taken under this type of admission may be applied to a GSW master's degree.

• Transient—An applicant who is fully admitted to a graduate program at another accredited institution may take graduate classes at GSW for transfer back to their home institution.

Each graduate degree program has its own specific requirements for admission.

International Graduate Admission

International applicants must meet the following requirements in addition to meeting the requirements for admission to a specific graduate program:

• Certified English Translations of official transcripts from each institution attended.

• A foreign credit evaluation of each transcript from a member of the National Association of Credential Evaluation Services, Inc.

• Certified copies of all diplomas or degrees awarded with accompanying Certified English translations.

• An official report of scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum TOEFL score of 69-70 (IBT) [193 on the computerized test or 523 on the paper test] or a minimum IELTS score of 6.5 is required for all types of admission to all graduate programs.

The Graduate Certificate and Master of Science in Nursing programs do not accept international applicants since a current RN license issued in the United States is a requirement of the program.

Master of Business Administration

To be considered for admission to the MBA program at GSW, an applicant must submit transcripts for any institutions attended prior to GSW, evidence of having completed a bachelor's degree, and either a Graduate Management Admission Test (GMAT) or Graduate Record Examinations (GRE) General Test. For students who submit GRE scores, a predicted GMAT score is determined based upon the GRE Comparison Tool for Business Schools, developed by the Educational Testing Service that administers the Graduate Record Examination. Eligibility for admission is based on one of the two formulas below:

1. GMAT score or GRE predicted score + (200 x the student's total undergraduate GPA from all transcripts submitted)
2. GMAT score or GRE predicted score + (200 x the student's GPA in all upper-division undergraduate courses)

For regular admission without conditions, an applicant must have a formula 1 total of at least 1000 or a formula 2 score of at least 1050 and minimum total GPA of 2.7. For regular admission with conditions, an applicant must have a formula 1 total of at least 900 or a formula 2 score of at least 950 and minimum total GPA of 2.7.

Exemptions may granted under the following circumstances. Applicants who have earned a previous master's degree in another area may submit an application packet without test scores. Admission will be granted based on the grade point average earned for the previous master's degree. Students applying for a master's degree in Business with an undergraduate GPA of 3.25 or higher from an AACSB accredited institution are not required to take the GMAT or GRE for admission. Applicants with an undergraduate GPA of 3.0 and 5 years professional/managerial experience may submit a request to waive the GRE/GMAT requirement.

Applicants with an undergraduate degree in a discipline other than Business may have to fulfill some undergraduate prerequisite requirements such as the following:
• ACCT 2101 Principles of Acct. I or Survey of Accounting
• BUSA 3050 Business Statistics or equivalent
• BUSA 3150 Business Finance or equivalent
• MGNT 3600 Principles of Management

See pages 45-46 of the Current GSW Graduate Bulletin.

Master in Education

Applicants for MED program may be granted regular admission without conditions if they meet the following criteria:

• Undergraduate degree from an accredited college or university
• Eligibility for an Induction or Professional Georgia Teaching Certificate
• A minimum of 2.75 undergraduate grade point average as reported on the official final transcripts from all accredited institutions attended
• Two confidential Administrative Recommendation Forms, one from a Supervising Principal and one from another school administrator, Assistant Principal, Department Chair, Lead Teacher.

Acceptance is not guaranteed. The College of Education seeks the most qualified applicants for its graduate degree cohort programs. Applicants denied admission may submit an appeal of the decision to the Dean of the College of Education. There is no regular admission with conditions to the MED program (see p. 52 of the Current GSW Graduate Bulletin).

Master of Science in Computer Science

Applicants for the MSCS program must meet the following conditions for regular admission without conditions:

• An undergraduate degree from an accredited college
• A minimum of 2.5 undergraduate grade point average (GPA) based on a 4.0 scale as reported on the official final transcripts from all institutions attended
• A minimum of 3.0 GPA on all previous graduate work attempted
• A minimum total score of 270 on verbal and quantitative subtests of the Graduate Record Examination (GRE)
• Three letters of reference

Applicants who have earned a master's degree from an accredited university are exempted from a requirement of the GRE score and can be admitted into the program based on a graduate GPA. Applicants with undergraduate GPA of 3.0 and 5+ years of professional experience may submit a request to waive the GRE requirement. International students in this category must submit official TOEFL or IELTS scores. International students with 5+ years of professional experience in US companies/organizations may submit a request to waive TOEFL / IELTS requirement.

Applicants for the MSCS program must meet the following conditions for regular admission with conditions:

• An undergraduate degree from an accredited college
• A minimum of 2.2 undergraduate grade point average (GPA) based on a 4.0 scale as reported on the official final transcripts from all institutions attended
• A minimum of 2.75 graduate grade point average (GPA) based on a 4.0 scale as reported on the official final transcripts from all institutions attended
• A minimum total score of 270 on verbal and quantitative subtests of the Graduate Record Examination (GRE)
• Three letters of reference

To exit conditional status, students must have completed all undergraduate prerequisite course requirements and must have maintained a minimum grade point average of 3.00 with no grade below a "B" in the first 9 semester hours of master's level courses taken while classified as a conditional graduate student. The student may then be admitted as a regular student, subject to the approval by the Chairman of the Department of Computing (see pp. 49-50 of the Current GSW Graduate Bulletin).
Master of Science in Nursing

Applicants for admission without conditions to the MSN program must meet the following criteria:

- Official transcripts from all colleges/universities attended
- A baccalaureate degree in nursing (BSN) from an regionally accredited college or university and a nationally accredited nursing program (NLNAC or CCNE) with a minimum grade point average of 3.0 on a 4.0 scale in hand at time of application
- Three completed recommendation forms from professional peer or clinical supervisor that comment on the applicant’s potential for success in a graduate academic program
- Current Resume or Vita
- Current unencumbered RN license in the state where clinical course requirements will be met

A applicant failing to meet one or more of the standards required for admission may be eligible for Admission With Conditions. Students admitted with conditions must have maintained a minimum grade point average of 3.0 with no grade below a "B" in the first 9 semester hours of master's level courses taken while classified as a conditional graduate student. Students who fail to make progress under provisional admission will be dismissed from the program.

Upon admission to the Master of Science in Nursing program, students may be asked to purchase a package from a School of Nursing authorized vendor containing an annual background check, annual drug/alcohol test, and immunization tracker consisting of specific requirements necessary for clinical site placement (see pp. 58-59 of the Current GSW Graduate Bulletin).

Education Specialist

Applicants for EDS program may be granted regular admission without conditions if they meet the following criteria:

- Master’s degree from an accredited college or university
- Eligibility for an Induction or Professional Georgia Teaching Certificate
- A minimum of 3.0 graduate grade point average as reported on the official final graduate transcripts from all accredited institutions attended
- Two confidential Administrative Recommendation Forms, one from a Supervising Principal and one from another school administrator, Assistant Principal, Department Chair, Lead Teacher

Acceptance is not guaranteed. The College of Education seeks the most qualified applicants for its graduate degree cohort programs. Applicants denied admission may submit an appeal of the decision to the Dean of the College of Education. There is no regular admission with conditions to the EDS program (see pp. 53-54 of the Current GSW Graduate Bulletin).

Admissions Decisions

Undergraduate admission decisions are made by individual admissions counselors as applications come in, since GSW does not currently have any limits on the number of undergraduate applicants we can accept. The individual counselor reviews an application and records the Admission Sheet. If the applicant meets the criteria for admission, the counselor records their acceptance in our Admissions Management System and the student is notified of his or her acceptance (see also GSW Admission Sheet 2 and GSW Admission Sheet 3). Admissions counselors also accept Presidential Exceptions who meet the specified criteria.

Graduate admission decisions are made by each program individually. The Office of Admissions receives applications and when the applications are complete forwards them to coordinator for each program for consideration.

Applications for the MBA program are initially reviewed by the College of Business and Computing's MBA Program Director using a worksheet that includes sections for all the admissions criteria, including undergraduate degree, undergraduate GPA, test scores, and recommendations. After the director has reviewed the application and made a decision on acceptance, and if accepted, admission status, the director signs the check sheet, and forwards application and check sheet to the Dean of the college for a second review. When the Dean completes her review, the applicant is notified of the decision to admit or to deny admission (MBA Worksheet Example).
Applications for the Master of Education program are reviewed by the Dean's senior administrative assistant using the MEd Application Checklist, and then forwarded to the Dean for final review. When the Dean completes her review, the applicant is notified of the decision to admit or to deny admission (see MED Middle Grades Application Checklist Example and MED Special Education Application Checklist Example).

Applications for the Master of Science in Computer Science program are reviewed by an ad hoc committee composed of three graduate faculty members. The committee reviews the application and renders a decision on admission (see MSCS Applicant Review Summary Example). When the committee completes its review, the applicant is notified of the decision to admit or to deny admission.

Applications for the Master of Science in Nursing program are reviewed by the Associate Dean in the College of Nursing and Health Sciences who chairs the MSN program. The Associate Dean uses a rubric that includes undergraduate GPA, a likert scale rating of the applicant's recommendations, and a review of the applicant's resume to determine level of experience (see MSN Rubric Examples). The rubric review generates a weighted score of 1-5, and weighted scores above 2.5 generally result in acceptance (see MSN Admission Decisions Sp 2020). When the Associate Dean completed her review, the applicant is notified of the decision to admit or to deny admission.

Applications for the Education Specialist program are reviewed by the Dean's senior administrative assistant using the EdS Application Checklist, and then forwarded to the Dean for final review. When the Dean completes her review, the applicant is notified of the decision to admit or to deny admission (see EDS Teacher Leadership Application Checklist Example and EDS Elementary Education Application Checklist Example).

Recruitment Materials

All of GSW's recruitment materials on its Admissions website and the hard copy materials distributed by GSW’s admissions recruiters accurately represent the institution's admissions policies and procedures.

The main Admissions website is divided into two principle areas: Undergraduate Admissions and Graduate Admissions. The Undergraduate admissions page is divided into several sections mirroring the types of applicants for admissions, including First-Year applicants, Transfer applicants, Transient applicants, International applicants, Non-traditional applicants, and Dual Enrollment applicants. On each of these pages there are several tabs, including one that displays an Admissions Checklist and one that displays Requirements. See below to review information on each page.

<table>
<thead>
<tr>
<th>First-Year Admissions Checklist</th>
<th>First-Year Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Admissions Checklist</td>
<td>Transfer Requirements</td>
</tr>
<tr>
<td>Transient Admissions Application</td>
<td>International Applicant Checklist</td>
</tr>
<tr>
<td>Non-Traditional Admissions Checklist</td>
<td>Non-Traditional Requirements</td>
</tr>
<tr>
<td>Dual Enrollment Admissions Checklist</td>
<td>Dual Enrollment Requirements</td>
</tr>
</tbody>
</table>

The Graduate Admissions page has links to four sections mirroring the degrees offered by specific colleges or departments, including The Master of Business Administration, the Master of Science in Computer Science, Master of Science in Nursing, and Master of Education and Education Specialist.

The principal hard copy recruitment materials that GSW admissions distributes are the GSW Viewbook and the so-called Senior Introduction One-Piece. Admissions also distributes flyers on Affordability and on Dual Enrollment. Each of these publications accurately represents the information they contain although only the Dual Enrollment flyer specifically addresses admission requirements. The accuracy of publications is verified by the Assistant Vice President for Enrollment Management and the Director of Recruitment and Admissions in consultation with the Deans of GSW's four colleges before the documents are approved for publication. In addition to being published online, specific admission requirements can be found on the Undergraduate and Graduate application forms.

Training of Recruiters
GSW’s Office of Recruiting and Admissions trains and develops admissions counselors in two main ways. Individual admissions counselors are trained when they are hired and are provided with a copy of GSW Admission Counselor Handbook, which begins with a welcome followed by a section on Ethics that is consistent with the National Association of College Admissions Counseling Code of Ethics. The agenda for the training of Admission Counselor Luke Ellis is provided as an example. The entire Office of Recruiting and Admissions has an annual retreat near the end of the summer to prepare for the coming year by exchanging information about policy and program changes relevant to the recruiting and admission and by renewing the unit’s common sense of mission and commitment to best practices (see Admissions Retreat Agenda).

International Recruiting Agents

GSW has Memoranda of Understanding (MOUs) with several agencies that provide international recruiting services. Each MOU follows the same format which includes sections on Ethical Practice (p. 1), Permission to Represent (p. 2), Recruitment Materials (pp. 2-3), Procedures (pp. 3-4), Terms of the Agreement (p. 5), and Legal Obligations (p. 6). Each MOU grants the agent non-exclusive permission to represent GSW in a specific country (p. 2) and identifies primary administrators for the agreement at GSW and with the agency (p.7). GSW’s standard for ethical international recruiting practice is the NAFSA Statement of Ethical Practice, which all agents agree to abide by, and which is consistent with the National Association of College Admissions Counseling Code of Ethics used by the GSW Office of Recruiting and Admissions.

The table below all existing MOUs by country, but the one with Lamiwellbeing/Wise Way for South Korea is the only MOU that is currently functional in a marginal way; the rest have not resulted in international recruits for GSW. All the existing agreements expire on December 31, 2019 and GSW does not anticipate renewing any of them.

<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
</tr>
<tr>
<td>China</td>
</tr>
<tr>
<td>China</td>
</tr>
<tr>
<td>India</td>
</tr>
<tr>
<td>Japan</td>
</tr>
<tr>
<td>South Korea</td>
</tr>
<tr>
<td>Vietnam</td>
</tr>
<tr>
<td>Vietnam</td>
</tr>
</tbody>
</table>

The evidence presented above supports the assertion that GSW publishes admissions policies are consistent with its mission as well as recruitment materials and presentations accurately represent its admissions policies and processes in all contexts.

Sources

- ARC 2017
- ASTAR and GSW MOU 2017-fully executed
- Academic & Student Affairs Handbook _3_1_Admissions (Page 1)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 17)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 19)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 20)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 23)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 24)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 25)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 28)
- Academic & Student Affairs Handbook _3_1_Admissions (Page 29)
Training for Luke Ellis
Transfer Admissions Checklist
Transfer Requirements
Transient Admission Checklist
VIETINT MOU with ELI 2017 fully executed
Viewbook (April 2019) FINAL v2
R - 10.6.a

Distance and Correspondence Education

An institution that offers distance or correspondence education:

a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

Judgment
☑ Compliance ■ Non-Compliance ■ Not Applicable

Narrative

Georgia Southwestern State University (GSW) uses two primary means of verifying the identity of students in online courses and programs: unique login credentials for the learning management systems it uses and proctored testing for some of its programs.

Unique Login Credentials for Learning Management Systems

All admitted students in on-campus or online programs are issued unique access credentials for GSW's Desire to Learn Learning Management system, known as GeorgiaView. These credentials are unique to each admitted student and it is a violation of GSW's Policy on Academic Integrity Policy (see Current Undergraduate Bulletin p. 63 and Current Graduate Bulletin p. 36), as well as GSW's Computer and Network Acceptable Use Policy (see section 4.7.1 of GSW Computer and Network Acceptable Use Policy).

GSW's password security standards adhere to the guidelines set forth in the University System of Georgia Information Technology Handbook. In particular, the issuance of student identification cards and passwords are dependent upon incoming students supplying a state issued picture ID, such as a driver's license or a passport (see USG IT Handbook p. 84). The length and strength of passwords issued by GSW meet the guidelines set forth in section 5.12 of the USG IT Handbook. GSW protects the security of user connections either by using SSH connections with 2048 bit encryption or by using HTTPS for web browsers supporting encryption using 2048-bit by the Diffie-Hellman Group (see GSW Data Transmission Standard).

Students taking eCore classes and students in the eMajor BBA, eMajor BS in Criminal Justice, and Master of Science in Nursing programs access their course in an alternate Learning Management System, GoView, and therefore, have unique credentials for that system, as well.

Students taking eCore general education Core classes log into the Desire to Learn LMS known as GoVIEW using unique authentication credentials and using the SSL encryption protocol (see eCore Privacy Statement). Sharing authentication credentials is forbidden by the eCore Academic Integrity Policy.

Students taking eMajor BBA, eMajor BS in Criminal Justice, and MS in Nursing classes also log into GoVIEW using unique authentication credentials and using the SSL encryption protocol (see eMajor Privacy Statement). Sharing authentication credentials is forbidden by the eMajor Academic Integrity Policy.

Proctored Testing

In addition to strong authentication credentials, GSW's fully online BBA program, its MS in Computer Science, and general education courses taken through eCore require proctored testing as an additional form of verification. The eMajor program in Criminal Justice requires proctored testing in some classes.
All Business classes offered online by GSW's College of Business and Computing require at least one and can require up to three proctored exams (see the College of Business and Computing ProctorU Page). All online Computer Science and Information Technology courses offered online by the Department of Computer Science, including all the courses that make up the MS in Computer Science program, require at least one proctored test (see the Department of Computer Science Proctored testing page). Some eMajor classes in the Criminal Justice online program require proctored exams (see eMajor Criminal Justice Proctored Exams).

General education Core classes offered by the University System of Georgia eCore consortium require at least one proctored experience and some classes require two (see eCore Proctored Experiences page).

In addition, the following courses offered by GSW online that are not part of a fully online program require at least one proctored experience:

- BIOL 1500 Applied Botany
- All online Mathematics courses
  - MATH 1001 Quantitative Reasoning
  - MATH 1111 College Algebra
  - MATH 1113 Precalculus
  - MATH 1401 Elementary Statistics
  - MATH 3002 Geometry for Teachers
  - MATH 3003 Probability & Statistics for Teachers
  - MATH 3004 Algebra for P-8 Teachers
  - MATH 5000 Algebra for Middle Grades
  - MATH 5003 Statistics for Middle Grades

By the means described above, GSW ensures that the students who register in a distance education course or program is the same student who participates in and completes the course or program and receives the credit. Note also that GSW does not have any correspondence education course or programs.
Sources

- 2019_IT_Handbook (Page 76)
- 2019_IT_Handbook (Page 77)
- 2019_IT_Handbook (Page 78)
- 2019_IT_Handbook (Page 84)
- 2019_IT_Handbook (Page 85)
- CS Proctoring
- CoB&C ProtorU Page
- GSW Computer & Network Acceptable Use Sharing
- GSW Data Transmission Standard
- GSW Password Security Standard
- GSW_Current-Graduate_Bulletin (Page 38)
- GSW_Current-Undergraduate_Bulletin (Page 63)
- Password Security Standard
- eCore Academic Honesty Policy Sharing
- eCore Privacy Statement
- eCore Proctored Experiences
- eMajor Academic Honesty Policy Sharing
- eMajor Criminal Justice Proctored Exams
- eMajor Privacy Statement
- eMajor Proctored Experiences
Distance and Correspondence Education

An institution that offers distance or correspondence education:

b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

GSW procedures for protecting the privacy of all students, including all online students, are founded on the principles espoused in the Family Educational Rights and Privacy Act of 1974 (FERPA) and the student’s rights under federal law are published in the Undergraduate Bulletin and Graduate Bulletin, respectively. In addition, GSW has robust standards for password security and strong acceptable use policies for computer and network access described specifically below. Our eCampus partners who provide services to GSW students taking eCore or eMajor classes comparable password standards and acceptable use policies. The privacy of students at GSW off-campus high school instructional sites are also protected by these means.

All GSW students using the D2L Brightspace Learning Management System, branded as GeorgiaVIEW, are issued unique authentication credentials during the process of enrolling in classes for the first time. The authentication credentials include a username that is the unique Radar email address issued to every student and a strong password that conforms to the Password Security Standards of GSW and of the University System of Georgia. Multi-factor authentication to access the LMS is tentatively scheduled to begin during Summer 2020. Access to the LMS is protected by the industry standard SSL encryption protocol (see USG IT Handbook section 5.11.5). To reduce the possibility of students fall prey to phishing attempts that may compromise their account passwords, the Student Email Directory has been password protected to avoid bots harvesting student emails addresses. This directory is available only to GSW students, staff, and faculty. Sharing of one’s unique authentication credentials is a violation both of GSW’s Computer and Network Acceptable Use Policy and of its Academic Integrity Policy (see Current Undergraduate Bulletin p. 63 and Current Graduate Bulletin p. 38).

GSW students taking eCore or eMajor online classes are also issued unique authentication credentials for the D2L Brightspace LMS, branded as GoVIEW. The eCore Privacy Policy and the eMajor Privacy Policy also provide for secure connections to the LMS server using SSL encryption protection. Both eCore Academic Integrity Policy and eMajor Academic Integrity Policy prohibit sharing of authentication credentials.

By the means described above GSW protects the privacy of all its students, especially its online students.
## Sources

- 2019 IT Handbook (Page 76)
- 2019 IT Handbook (Page 78)
- GSW Computer & Network Acceptable Use Sharing
- GSW Current Graduate Bulletin (Page 38)
- GSW Current Graduate Bulletin (Page 7)
- GSW Current Undergraduate Bulletin (Page 63)
- GSW Current Undergraduate Bulletin (Page 9)
- Password Security Standard
- Student Directory Login
- eCore Academic Honesty Policy Sharing
- eCore Privacy Statement
- eMajor Academic Honesty Policy Sharing
- eMajor Privacy Statement
Distance and Correspondence Education

An institution that offers distance or correspondence education:

c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

Evaluation

Judgment □ Compliance □ Non-Compliance □ Not Applicable

Narrative

Georgia Southwestern State University (GSW) ensures that online students are notified in writing at the time of registration of extra costs associated with proctored testing in several ways. When GSW publishes class schedules for any term, there is a section at the top of the schedule that gives specific information that students need to know, including information about the cost of proctored testing for online students (see Fall 2019, Spring 2020, and Summer 2020 class schedules). While eCore consortium and eMajor consortium schedules do not include the same information, students taking classes from either of these consortia are required to take an Orientation before being allowed to register for classes the first time. Each of these orientations provide information about the cost of proctored testing (see the eCore Orientation, the eMajor BBA Orientation, the eMajor CJ Orientation, eMajor CJ Quiz Question, and eCore FAQs). In addition, each of the fully-online programs at GSW that uses proctored testing for verification has a information page on Proctored Testing: eMajor BBA Proctored Testing Page, eMajor BS in Criminal Justice Proctored Testing Page, and MS in Computer Science Proctored Testing Page (see also eCore Proctored Testing Page).

Sources

- CS Proctoring
- CoB&C ProtorU Page
- Fall 2019 Schedule Page
- Proctoring Fees Notice
- Spring 2020 Schedule Page
- Summer 2020 Schedule Page
- eBBA Orientation Proctoring Slide
- eCore Orientation Proctoring Slide
- eCore Proctored Exam Page
- eCore Proctored Exams FAQ
- eMajor CJ Orientation Proctoring Slide
- eMajor CJ Proctoring
- eMajor_Orientation_QuizQonProctoredExams
R - 10.7

Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment
☐ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The basis of Georgia Southwestern State University's (GSW) credit awarding processes is the institution's credit hour policy, which can be found in the current Undergraduate Bulletin (see also the current Graduate Bulletin pp.39-40 and the Faculty Handbook p. 59). GSW's credit hours are based on the Carnegie unit and, therefore, a typical face-to-face three semester credit hour course meets 150 minutes per week for fifteen weeks, excluding final exam week, or a total of 2250 minutes per semester. This policy also stipulates that students should expect to spend approximately twice as much time in preparation each week as in class, and therefore, the policy also stipulates that a typical online three semester credit hour course will require 450 minutes a week to complete, or 6750 minutes per semester. The policy allows for contact time in laboratory, studio, clinical, internship, field experience, and other experiential instruction to be as much as is deemed necessary by the experts in the discipline. GSW's credit hour policy conforms to common practice and to Georgia Board of Regents' policies 3.42 and 3.4.4. GSW's course numbering system is typical of that used by most institutions that employ the semester system. Co-requisite learning support course are numbered below 1000, lower division undergraduate classes 1000-2999, upper division undergraduate 3000-4999, and graduate 5000-8999 (see Undergraduate Bulletin p. 53 and Graduate Bulletin p. 40).

Establishing Credit Hours for GSW Courses

All new courses at GSW are proposed by faculty members academically qualified to develop the courses; that is, all new course proposals originate in an academic unit and are approved by department or college heads before submission to either the Committee on Academic Affairs for undergraduate courses or the Committee on Graduate Affairs for graduate courses. Both these committees have representation from all four of GSW's colleges and the both committee's procedures call for a representative from the department or college to attend the committee meeting where course addition proposals are considered to answer questions. Courses that were originally proposed for delivery face-to-face or online must also be approved when they are adapted to another mode of delivery. Changes in course numbering, title, or credit hours also go before one of these committees.

Examples from the Committee on Academic Affairs

- At its February meeting in 2019, GSW's Committee on Academic Affairs considered a proposal to add a new course, CHEM 3100 Chemical Literature (see New Course CHEM 3100 2-2019). During the meeting the number of credit hours assigned to the course was specifically discussed (see CoAA minutes 2-8-2019 pp. 1-2). At its March, 2019 meeting, the Committee on Academic Affairs considered a proposal to reduce the credit hours for NURS 3120 Nursing Informatics (see NURS 3120 Hours Reduction 3-2019). As with all proposals of this type, the rationale for the change was presented a member of the Nursing faculty and discussed by the committee before being approved (see CoAA Minutes 3-1-2109 pp. 2-3). At its November 2016 meeting, the Committee on Academic Affairs considered a proposal to begin delivering CHEM 1020 Everyday Chemistry as a fully online course (see CHEM 1020 Online Delivery 11-2016 and CoAA Minutes 11-11-2016 p. 1).

Example From the Committee on Graduate Affairs

- At its April 2019, the Committee on Graduate Affairs considered a proposal to reconfigure the hours for NURS 6225 Health Assessment for Advanced Practice Nurses (see NURS 6225 Hours Revision 4-2019). The committee approved the proposal based on the rationale that increasing the number of clinical contact hours and total credit hours for the course would improve student learning in the course (see CoGA Minutes 4-9-2019 p. 1).

Courses from Sources Other Than GSW
Courses for which credit has been granted that are not GSW courses are listed on transcripts in one of three ways. Courses for which GSW has a direct equivalent, such as, general education courses that have common numbers either in the USG or across the country, will be listed by the same course numbers that appear on the official transcript of the source from which the credit was granted. ENGL 1101 or MATH 1111 are examples of direct course equivalencies as you will see GSW transcripts. If GSW has courses in a particular disciplinary area but not the specific course on found on an incoming transcript, the course will appear as an elective equivalent, such as HIST 2---, or BIOL 3---. If GSW does not offer courses in a disciplinary area, the course will appear as elective credit. For instance, a Geography course such as GEOG 1100, would appear in Degree Works as ELE 1100. Courses from sources, such as Military Training that do not have equivalent numbering systems may appear as ELE 1--- or ELE 3---. These conventions apply to all the sources of credit described below.

**Transfer Credit**

GSW accepts credits earned at any regionally accredited institutions as long as the course content is comparable to the content of the equivalent course at GSW (see Undergraduate Bulletin pp. 19-20 and Graduate Bulletin 32-33). For lower division courses, that will be applied to GSW’s general education Core are evaluated by a transfer specialist in the Registrar’s office based on guidelines approved by the academic disciplines that teach the courses, such as the University System of Georgia’s list of commonly numbered courses. If a transfer specialist in the Registrar’s office is unable to determine if a lower division course is sufficiently comparable to a GSW course, the course will be referred to an academic unit for evaluation (see Evaluation of Credit form). Upper division courses, that will applied to a major, minor, or certificate program are evaluated faculty members in the appropriate academic with the necessary expertise to make the evaluation. These evaluations are recorded on either an Evaluation of Credit form, if performed at initial transfer, or a Course Substitution form, if performed after initial transfer. For all evaluations performed by academically qualified faculty, students provide course descriptions and syllabi to facilitate the evaluation of course comparability. Evaluations of courses taken at non-United States institutions are performed on a case by case basis, and must be accompanied by transcript evaluation from a professional service, such as Josef Silny & Associates in addition to the transcripts, course descriptions and syllabi required for other faculty credit evaluations. An undergraduate transfer student must meet the 30 hour residency requirement in order to qualify to receive a degree from GSW (see General Baccalaureate Requirement #7). Graduate students may transfer a maximum 9 semester credit hours (see current Graduate Bulletin pp.32-33).

All transfer credit is transcribed with the name of the institution where the credit was earned, the term the credit was earned and the grade earned in the course followed by the letter “T.” See examples of transfer credit awarded from a Georgia institution, and an Out-of-State institution and an International Institution.

**Transient Credit**

With prior approval, a student at GSW can take courses at another accredited institution for transfer back to GSW (see current Undergraduate Bulletin pp. 54-55 and current Graduate Bulletin p. 33). Undergraduate credit taken as a transient student does not count towards GSW’s 30 credit hour residency requirement (see General Baccalaureate Requirement #7). Graduate credit taken as a transient student are calculated as part of maximum 9 hours of transfer credit allowed (see current Graduate Bulletin pp. 32-33). Unlike transfer credit, the course evaluation must be performed and course substitution must be approved prior approval of the application for transient permission and to registration at the other institution.

GSW students who take courses at other institutions as transient students must request that a transcript from the transient institution where they took the course be sent to the GSW Registrar’s Office (see Transient Credit Incoming example pp. 1-2). The credit is then recorded as any other transfer credit would be, with the institution where the credit was earned the term the credit was earned the course or courses, and the grade followed by the letter “T” (see Transient Credit Incoming example pp. 3-4)

**Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) Credit**

GSW awards AP, IB, and CLEP credit based on the recommendations of faculty with expertise in the areas tested. A table of the credit awarded in specific areas tested is published on the GSW Admissions website. General Baccalaureate Requirement # 8 limits total number of hours that a student can be awarded from these sources to 30 semester hours. GSW rarely receives IB transcripts; the last transcript received was before GSW’s last reaffirmation in 2014 and did not result in an award of credit. AP and CLEP credit are transcribed for a specific course during the term that the AP or CLEP transcripts was received by GSW and with a grade of “K” (see AP credit transcript example and CLEP credit transcript example).
Credit from Prior Learning Assessment (PLA)

The option to apply for credit for prior learning is available on a course equivalency basis for courses for which no CLEP test or department challenge exam exists. Students wishing to apply for PLA credit assemble a portfolio demonstrating that they have met the learning outcomes of the course for which they wish to have credit awarded under the direction of the PLA Director. The Portfolio is then submitted to an academically qualified, Council for Adult and Experiential Learning (CAEL)-trained, PLA evaluator who grades the portfolio on a pass/fail basis. Students who present passing portfolios are awarded credit for the course. PLA credit is also part of the 30 hour limit on alternate means of awarding credit under General Baccalaureate Requirement #8. GSW abides by CAEL's Ten Standards for Assessing Learning in its PLA process.

GSW uses the course equivalency model for granting PLA credit, so any PLA credit is entered on the transcript as Experiential Learning Cr/PLA for the term when the credit was granted showing the course(s) for which credit was granted and a grade of "K" (see PLA Credit example).

Military Credit

GSW is a member of the Service Members Opportunity Consortium (SOCC), and therefore, encourages active service members and veterans with military educational training to apply to receive credit towards a degree program at GSW for transcripted military educational training. A military student may submit an official military transcript to the Registrar's office for evaluation. Since the majority of such credit will awarded for upper level courses in a major program, the actual credit evaluation will be done by a qualified faculty member in the major discipline following American Council on Education (ACE) guidelines (see Undergraduate Bulletin p. 76). Students in the Bachelor of Science in Criminal Justice program are able to receive credit for military police training through an agreement among the members of of the Consortium that cooperates to offer the degree program (see eMajor Criminal Justice Service Level Agreement for 2020 pp. 4-6).

Credit granted for Military Training appears on a GSW transcript with ACE as the source of the credit using the term during which the Military transcript was received.

Transfer Agreements

GSW has various transfer agreements with SACSCOC accredited technical colleges that are part of the Technical College System of Georgia (TCSG). Each of these agreements has an appendix that spells out specifically what courses will be awarded credit in what degree program. The appendices are drafted and approved by qualified faculty in the major programs. The USG also has an agreement with the TCSG that covers 30 General Education courses (General Education Transfer Chart and USG Academic and Student Affairs Handbook section 2.17).

Credit granted under a transfer agreement is entered on a GSW transcript under the GSW course specified in the agreement. Otherwise, this credit appears on a GSW in the same way as any other transfer credit with institution where the credit was earned, the date when the incoming transcript was received, and the grade earned in the course followed by the letter "T" (see TCSG Credit example).

In addition, the Consortium that cooperates to offer the Bachelor of Science in Criminal Justice program has an agreement to award credit to students who have completed Georgia Peace Officer Standards and Training Council training (P.O.S.T) for specific courses in the program (see eMajor Criminal Justice Service Level Agreement p. 3). To arrive at this agreement, Criminal Justice faculty at the three participating institutions as well as a consultant certified as a Prior Learning Assessor by the Council for Adult and Experiential Learning (CAEL).

Since the crosswalk for granting credit for P.O.S.T. training was generated through a process modeled on the Prior Learning Assessment process, the credit granted in this way at GSW appears on a transcript as Experiential Learning Cr/PLA for the term in which the P.O.S.T. transcript was received, the course number(s) indicated in the crosswalk, and a grade of "K" (see P.O.S.T. Credit example).
Credit Awarded under Collaborative Academic Arrangements

All credit awarded under consortial arrangements, including eCore, the eMajor Bachelor of Science in Criminal Justice, and the Georgia Intercollegiate Consortium on Collegiate Nursing Education (GICGNE), is recorded as GSW if GSW is the student’s home institution regardless of whether the instructor was GSW faculty or not. One example shows how eCore credit appears on GSW transcript and one shows how credit in GICGNE Master of Science in Nursing program appears on a GSW transcript. The GICGNE example is annotated to show which courses were taught by GSW faculty and which were not.

The narrative above demonstrates that GSW publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. The narrative also demonstrates that the policies are implemented by persons academically qualified to make the necessary judgments. GSW does not have any educational programs not based on credit hours.

Sources

- AP Credit transcript
- AP and IB Credits
- Academic & Student Affairs Handbook _2_17
- Academic & Student Affairs Handbook _2_4_10
- Board of Regents Policy Manual _3-4
- CAEL_Standards_PLA
- CHEM 1020 Online Delivery 11-2016
- CLEP Credits transcript
- CoAA Minutes 11-11-2016
- CoAA Minutes 2-8-2019
- CoAA Minutes 3-1-2019 (Page 2)
- CoGA Minutes 4-9-2019
- EvaluationofCredit
- FacultyHandbook (Page 59)
- FacultyHandbook (Page 63)
- GSW_Current-Graduate_Bulletin (Page 32)
- GSW_Current-Graduate_Bulletin (Page 33)
- GSW_Current-Graduate_Bulletin (Page 39)
- GSW_Current-Graduate_Bulletin (Page 40)
- GSW_Current-Undergraduate_Bulletin (Page 17)
- GSW_Current-Undergraduate_Bulletin (Page 19)
- GSW_Current-Undergraduate_Bulletin (Page 33)
- GSW_Current-Undergraduate_Bulletin (Page 53)
- GSW_Current-Undergraduate_Bulletin (Page 54)
- GSW_Current-Undergraduate_Bulletin (Page 65)
- GSW_Current-Undergraduate_Bulletin (Page 66)
- GSW_Current-Undergraduate_Bulletin (Page 74)
Cooperative Academic Arrangements
The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment
☒ Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Georgia Southwestern State University ensures the quality and integrity of the courses and credits transcripted as GSW’s that are offered through cooperative arrangements by adhering to three core principles. These core principles are that oversight of curriculum be by faculty with appropriate expertise, that faculty teaching under the cooperative arrangement be vetted by GSW, and that the agreements be evaluated regularly.

eCore General Education Online Consortium

eCore is a program of the University System of Georgia (USG), in which affiliate institutions collaborate to offer general education courses to their students in an online setting. eCore is supported by the USG’s eCampus which provides administrative and student support for the consortium. Students across the University System of Georgia register for eCore classes through their institutional Banner/registration system. eCore courses are taught by highly qualified instructors who are employed at SACSCOC accredited colleges and universities within the USG. Courses are developed and maintained by content experts within the USG along with a team of instructional design professionals. Courses are delivered entirely online through the GoVIEW learning management system. Course credits earned through eCore are awarded by the student’s affiliate home institution, and are transferable within the USG as well as to other regionally accredited institutions.

eCore institutions like GSW sign annual Service Level Agreements with eCampus and therefore are evaluating the collaboration annually (see GSW SLA for 2019-20). eCore affiliates insure the integrity of the credit they award in two primary ways. GSW’s Provost and Associate Vice President for Academic Affairs vet the credentials of all new eCore faculty for each term (see GSW SLA p.2), and the Associate Vice President represents GSW on the Regents’ Advisory Committee on eCore (eCore RAC), which makes policy and oversees the curriculum for eCore (see GSW SLA p. 2). In addition, all courses have been approved by the eCore RAC with advice from disciplinary experts on the campus of each affiliate and all eCore courses have been approved through individual campus processes. Each affiliate then produces an equivalency chart showing if and how each eCore course will be counted at each affiliate institution. The affiliate equivalency chart is part of the annual SLA and is posted on eCore website and the web site of each affiliate including GSW (see also GSW SLA pp. 4-8). Affiliates are not obliged to accept all the courses eCore offers; for instance, GSW does not accept ETEC 1101 Electronic Technology in the Educational Environment (see GSW SLA p. 5). Equivalency tables are reviewed annually for accuracy when the SLAs are being drafted for the next fiscal year (see GSW SLA 2019 Draft pp. 6-9).

eMajor BS in Criminal Justice Consortium

eMajor is a partnership with University System of Georgia public institutions to provide quality, affordable, high-demand post-secondary degrees and credentials that address the workplace needs of Georgia and beyond. eMajor programs are ideal not only for traditional students who wish to take advantage of online course delivery, but also for working professionals, military members, transfer students and others seeking alternative routes to degree completion. GSW participates with Dalton State College and Georgia Highlands College to deliver an online BS in Criminal Justice degree. The consortium was originally created in 2015 with GSW and Dalton State College participating (see eMajor agreement with Dalton State), and the agreement was renewed with the addition of Georgia Highlands College as a partner in 2019 (see Criminal Justice eMajor Agreement). The Criminal Justice Curriculum Leadership Committee, composed of representatives from each of the three institutions and from the eMajor administration, oversees the curriculum, class schedules, and all other academic issues (see Criminal Justice eMajor Agreement p. 1). Faculty credentials are reviewed by the Provost or the Provost’s designee at each of the three institutions (see Criminal Justice eMajor Agreement p. 3). eMajor provides administrative and student support services as stipulated in the annual Service Level Agreement each of the three institutions signs with eMajor (see GSW SLA for FY 2020). This annual SLA allows GSW to evaluate the institution’s participation in the consortium annually.

The Georgia Intercollegiate Consortium for Graduate Nursing Education (GICGNE)
GICGNE is a collaboration between GSW and Columbus State University to offer Master of Science of Nursing program that is governed by a Memorandum of Understanding renewed prior to the beginning of each fiscal year (see FY 2019 GICGNE MOU). Students apply to one of the institutions for acceptance to the program that becomes their Home Institution upon acceptance. The credit they earn is transcripted as credit from their Home Institution regardless of which institution’s faculty teach the courses, and the degrees are granted by the Home Institution. Oversight of the program is provided by the Executive Committee that includes equal representation from each institution (see FY 2019 GICGNE MOU p. 2). Faculty are granted Graduate Faculty status by the processes at their respective institutions and granted reciprocal status by the other institution (see FY 2019 GICGNE MOU p. 3).

By mutual consent, GICGNE will dissolve its partnership at the end of fiscal year 2020.

Sino-American Cooperation on Higher Education and Professional Development (CHEPD) 1+2+1 Programs

From 2007 through 2018, GSW actively participated in the CHEPD 1+2+1 Dual Degrees programs facilitated by the American Association of State Colleges and Universities (AASC&U) and China Center for International Educational Exchange (CCIEE). During the first several years of GSW’s participation, there was a small but steady stream of Chinese students coming to GSW for the middle two years of their degree programs, but as the CHEPD program gathered more participating institutions the stream became a trickle. In Fall 2018, GSW’s Administrative Council decided to allow all existing 1+2+1 agreements to expire without seeking renewal. Of the 38 1+2+1 agreements that GSW had, 14 have expired already, 14 will expire at the end of the 2020 fiscal year, and the other 10 will expire at the end of the 2021 fiscal year (see 1+2+1 Expiration List). The table below links to copies of all 38 agreements:

| Anhui Normal University | Lanzhou University of Finance & Economics |
| Beijing Jiaotong University | Liaoning Shihua University |
| Changshu Institute of Technology | Long Dong University |
| Chongqing University of Posts & Communications | Nanjing Agricultural University |
| Dali University | Nanjing University of Technology |
| East China Jiaotong University | Ningbo University of Technology |
| Gansu Agricultural University | Northeast Dainli University |
| Guangxi University | Shannxi Normal University |
| Guangzhou University | Shaoguan University |
| Hainan University | Southwest Jiaotong University |
| Hefei University of Technology | Tianjin Institute of Urban Construction |
| Henan Polytechnic University | Tianjin University of Science & Technology |
| Henan University | Xi’an International Studies University |
| Henan University of Technology | Xi’an Shiyou University |
| Huaqiao University | Xi’an University of Posts & Telecommunications |
| Inner Mongolia University | Xi’an University of Science & Technology |
| Inner Mongolia University of Science & Technology | Yangzhou University |
| Jilin Institute of Chemical Technology | Yunnan University |
| Kunming University of Science & Technology | Zhengzhou University of Aeronautical Industry Management |

Transcripting Credit from Collaborative Programs

eCore, eMajor, and GICGNE credits earned by students for which GSW is their Home Institution appear on their GSW transcript as GSW credits. GSW transcripts these credits as its own because we have joint control with our partners of the faculty teaching the courses and of the curriculum. See sample transcripts below for an eCore student, and an MS in Nursing student.

- eCore Student Transcript
- MSN Student

Sources

Anhui Normal University 1+2+1
Beijing Jiaotong University 1+2+1
CHEPD MOU with Yunnan University
Shaanxi Normal University 1+1+1
Shaoguan University 1+2+1
Southwest Jiaotong University 1+2+1
Tianjin Institute of Urban Construction 1+2+1
Tianjin University of Science and Technology 1+2+1
Xi'an Intl Studies Univ_1+2+1
Xi'an Shiyou University 1+2+1
Xi'an University of Posts and Telecommunications-2016
Xi'an University of Science & Technology 1+2+1
Yangzhou University-CHEPD-04--27-2015
ZhengzhouInstAeronautical_1+2+1
eCore transcript
eMajor CJ SLA 2019-2020- GSW
CR - 12.1
Student Support Services
The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment
☒ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Overview

Georgia Southwestern State University (GSW) provides academic and student support programs, services, and activities that are consistent with its mission to offer "a range of strong undergraduate and graduate programs in a vibrant learning environment." Academic and student support is carried out within a campus culture that values collaboration and community engagement, and emphasizes faculty, staff, and student interactions. GSW's Office of Academic Affairs and Office of Student Engagement and Success are the primary providers of academic and student support, but both divisions' efforts are strongly supported by the Office of Information and Instructional Technology.

During the 2017-18 and 2018-19 academic years, GSW has reorganized both the Office of Academic Affairs (AA) and the Office of Student Engagement and Success (SES) to better support student success. For instance, AA has gathered study abroad, internships, service learning, and the Windows to the World program under Experiential Learning directed by a Provost Fellow and a variety of University System of Georgia (USG) initiatives designed to improve student success have been gathered together under a Momentum Approach steering committee also directed by a Provost Fellow. Institutional Research and Institutional Effectiveness continue to play vital roles in providing data to guide the improvement of academic and student support programs. The Office of the Registrar was moved back under AA after a brief period being part of Enrollment Management. SES has been reorganized into three broad areas that map to full life cycle of a student from the application process through graduation: Enrollment Management, First-Year Experience, and Residential and Campus Life. The specific ways in which these SES offices support student academic success are discussed below.

GSW has two types of off-campus instructional sites. At Abraham Baldwin Agricultural College (ABAC), GSW offers a Bachelor of Science in Education with a concentration in Elementary Education. While all GSW student support services are open to the students at the ABAC site, GSW's Memorandum of Understanding with ABAC provides that GSW will pay to provide necessary student services, such as access to computer labs and tutoring (see GSW-ABAC MOU p. 1). At nine high school sites GSW offers Dual Enrollment credit by sending GSW instructors to the site, by employing qualified instructors on site, or by enrolling students in eCore courses (see also Dual Enrollment MOU Template p. 3 on Student Support).

The narratives below have been organized as follows; Academic Support for Students, Academic Support for Faculty, Co-Curricular and Non-Academic Support for Students, Collaborations to Support Student Success, and Civic Engagement. All GSW students including undergraduate, graduate, on-campus, online, transient, and dual enrollments students have access to the full range of academic and student support services either in person or online.

Academic Support of Students

The Office of Academic Affairs provides the following resources to support student academic success.

Collaboration Room

The Collaboration Room is located on the first floor of the James Earl Carter Library and is designed as a space for student use. The room features WePresent, a computer program that enhances four-way cooperative work on documents, webpages, or PowerPoint presentations. Additional technology includes the ability to videotape a presentation or Skype an interview. The room provides the capability for groups of students to work simultaneously on a project, paper, or speech using available technologies. Students can reserve the room for collaboration or for presentation practice (see Collaboration Room Photo).

Co-Requisite Learning Support
All GSW students are required to take co-requisite support classes in English and Mathematics unless they meet one of the established exemption criteria (see Fundamental Features of Co-Requisite Support for English p. 4 and for Mathematics pp.6-7). Since Presidential Exceptions generally do not meet the exemption criteria in English or Mathematics, each incoming first-year, transfer, or graduate student at GSW who has declared a major is assigned a faculty member as an academic advisor (see Current Undergraduate Bulletin p. 4 and Current Graduate Bulletin p. 4). Each incoming student who has not declared a major will be assigned to the dedicated Focus Area advisor in the Office of First-Year Experience, whose job it is to transition undeclared students into a major program within their first year at GSW. The Office of Academic Affairs administers an annual Advising Survey after one of the early registration periods in March or October to assess the effectiveness of academic advising (see Advising Survey 2017, Advising Survey 2018, and Advising Survey 2019). The Office of Academic Affairs also administered an Advisor Survey in 2017 to get a 360 degree look at academic advising. During the 2019-20 academic year, an Advising Task Force has been formed to review these survey data as well as other more general data on retention and graduation, and to make data-based recommendations to improve academic advising at GSW. The first points of contact for students needing advising about eCore or eMajor courses are the eCore Liaison, and the eMajor Liaisons for Business and Criminal Justice (see GSW eCore Institution Page and GSW eMajor Institution Page). Liaisons answer questions about eCore or eMajor for both students and their faculty advisors. All Dual Enrollment Students are advised by GSW's Director of First-Year Experience, who coordinates the Dual Enrollment Program. The FYE Director visits each high school site during the fall and spring early registration periods to advise and register Dual Enrollment students. Dual Enrollment students who attend class on GSW's campus attend an orientation session on campus each term, which is also open to students from high school instructional sites (see FYE Dual Enrollment and Dual Enrollment Orientation Agenda). Elementary Education students at ABAC are advised by GSW faculty who teach classes at the ABAC site.

Disability 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 between Disability Services and 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 (see the Current Undergraduate Bulletin p. 43 and the Current Graduate Bulletin p. 22). Fuller description of the services provided by Disability Services can be found in the Disability Services Handbook. Students taking eCore or eMajor classes also receive services from eCore Accessibility Services and eMajor Accessibility Services, respectively. Dual Enrollment students at high school instructional sites can make use of GSW's Disability Services the same as any other GSW student, and have the necessary accommodations provide at the high school instructional site. Elementary Education students at the ABAC site have access to both GSW Disability Services and to Disability Services at ABAC (see ABAC Co-Requisite Support).

Experiential Learning

The position of Director of Experiential Learning was created to coordinate and facilitate High Impact Practices, such as internships, practica, service learning, and study abroad programs, which had previously been administered in a piecemeal fashion. The Director will also plan and coordinate events for the Windows to the World program that began as GSW's Quality Enhancement Plan in 2014 and will continue as a regular feature of student experience at GSW (see Goal of Windows to the World Program). The director trains faculty is the best practices of experiential learning and facilitates the implementation of these practices.

Faculty Academic Advising

Each incoming first-year, transfer, or graduate student at GSW who has declared a major is assigned a faculty member as an academic advisor (see Current Undergraduate Bulletin p. 4 and Current Graduate Bulletin p. 4). Each incoming student who has not declared a major will be assigned to the dedicated Focus Area advisor in the Office of First-Year Experience, whose job it is to transition undeclared students into a major program within their first year at GSW. The Office of Academic Affairs administers an annual Advising Survey after one of the early registration periods in March or October to assess the effectiveness of academic advising (see Advising Survey 2017, Advising Survey 2018, and Advising Survey 2019). The Office of Academic Affairs also administered an Advisor Survey in 2017 to get a 360 degree look at academic advising. During the 2019-20 academic year, an Advising Task Force has been formed to review these survey data as well as other more general data on retention and graduation, and to make data-based recommendations to improve academic advising at GSW. The first points of contact for students needing advising about eCore or eMajor courses are the eCore Liaison, and the eMajor Liaisons for Business and Criminal Justice (see GSW eCore Institution Page and GSW eMajor Institution Page). Liaisons answer questions about eCore or eMajor for both students and their faculty advisors. All Dual Enrollment Students are advised by GSW's Director of First-Year Experience, who coordinates the Dual Enrollment Program. The FYE Director visits each high school site during the fall and spring early registration periods to advise and register Dual Enrollment students. Dual Enrollment students who attend class on GSW's campus attend an orientation session on campus each term, which is also open to students from high school instructional sites (see FYE Dual Enrollment and Dual Enrollment Orientation Agenda). Elementary Education students at ABAC are advised by GSW faculty who teach classes at the ABAC site.
**Momentum Approach**

The Momentum Approach shifts the Momentum Year paradigm to encompass the full life cycle of the student and scope of the institution. Momentum Approaches may integrating functions and strategies from Academic Affairs, Student Affairs, Finance and Operations, and beyond (see [What is Momentum Year?](#)). For the 2019 Momentum Approach Proposals institutions were asked at the Momentum Summit II to reflect upon the broad scope of work that supports students that enables them to (see [GSW Momentum Development Plan 2019-20](#)):

- Deepen purposeful choices,
- Cultivate productive Academic Mindsets
- Maintain full momentum along a Clear Pathway
- Heighten academic engagement; and
- Complete critical milestones

**Registrar**

The Office of the Registrar maintains official student academic records and reviews graduation applications. The office also maintains the undergraduate and graduate bulletins, curriculum sheets for each degree, minor, and certificate program, and DegreeWorks, a web-based tool to help students and advisors monitor a student’s progress toward degree completion. The Office of the Registrar facilitates the composition of class schedules for each academic term and student registration for classes, and prepares and distributes diplomas to graduates. The Office of the Registrar assists veterans with accessing their benefits and with making sure they register for classes in approved programs (see [Veterans' Educational Benefits](#)). The Office of the Registrar serves undergraduate and graduate students both on campus and online. eCore and eMajor students register through GSW RAIN, but they can also receive registration assistance from eCore Academic Services or eMajor Academic Services. The Office of the Registrar also serves all students at off-campus instructional sites.

**The Testing Center**

The Testing Center provides an environment that is professional for the campus and community by maintaining professional testing standards, practices, and confidentiality of student records. The Testing Center offers a comfortable, quiet, secure environment with 20 technology advanced computers, and professional staff to meet the testing needs of GSW faculty, students and surrounding community. Tests that the center administers include The Miller Analogies Test, College Level Examination Program Tests, the Test of Essential Academic Skills, ACCUPLACER Placement Tests, Georgia Assessments for the Certification of Educators, eCore Proctored Experiences, the Health Education Systems Incorporated Exam, and the Test of English as a Foreign Language (see [Current Undergraduate Bulletin p. 44](#) and [Current Graduate Bulletin p. 22](#)). GSW and other eCore students taking eCore or eMajor classes can take proctored exams at the GSW Testing Center, but they also have access to eCore Proctoring Services or eMajor Proctoring Services, respectively. Dual Enrollment students at high school instructional sites who are taking eCore classes can arrange with the eCore testing services to take their proctored exams at their high school instructional site or visit the GSW Testing Center. Elementary Education students at ABAC have access to testing services through the ABAC Academic Achievement Center (see [What ABAC Academic Support Provides](#)).

**UNIV 1000**

UNIV 1000, also known as “The GSW Experience”, is designed to help first-year students make a smooth transition from high school to college and give them a strong start not only academically but also socially. The course emphasizes building a positive academic mindset that includes a growth mindset, a sense of social belonging and an understanding of the personal value of education through drafting a personal statement of purpose. The students also begin to develop metacognitive skills and intercultural knowledge in the class. The Dean of Education coordinates UNIV 1000 (see also [UNIV 1000 Schedule and Common Lessons Fall 2019](#)).
The University Writing Center

The University Writing Center provides a place for practice in writing, communication skills, and collaboration (see University Writing Center photo). The Center provides knowledgeable, attentive readers who facilitate the development of the writing process for individual writers. Consultants assist their graduate or undergraduate 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 (see University Writing Center About Us). The University Writing Center provides online consultation as well as in-person. Online consultation is open to all GSW students including dual enrollment students and students at off-campus instructional sites.

The Office of Student Engagement and Success houses the following resources to support student academic success.

Career Services

Career planning is a vital part of every student’s college experience, and can begin during the first semester at Georgia Southwestern State University. Services include assistance with:

- Self-assessment, majors and occupational information, and major decision-making
- Effective and strategic job search skills such as resume and cover letter writing, interviewing, salary negotiation, social media, and business etiquette
- Local, regional and statewide career fairs and networking opportunities
- Current employer information and employment opportunities
- Hurricane Career Path, a link on our web site connecting employers to students and alumni. The link offers employment opportunities including full-time, part-time, internship, summer, and on-campus job opportunities for students
- Workshops and individual appointments on all career related issues, and more!

Information about professional programs and graduate schools is also available. GSW Career Services is located in the Column Hall first floor. Several resources may be found on the GSW Career Services website (see Current Undergraduate Bulletin p. 44 and Current Graduate Bulletin p. 22). Elementary Education students at ABAC can consult GSW Career Services or Career Counseling Services at ABAC (see ABAC Student Development).

The Office of First-Year Experience

The Office of First-Year Experience (FYE) primarily assists first-year students make the transition from high school to college, but also assists dual enrollment students, and continuing students needing academic support. FYE supports first-year students by providing academic advising tailored to the needs and concerns of first-year students, as well as transition programming to support academic success and social integration. FYE also plans and coordinates New Student Orientation with the Office of Academic Affairs and the Office of Campus and Residential Life. FYE provides Tutoring and Supplemental Instruction for first-year and continuing students, and provides instructional and advising support for students with GPAs below 2.0. FYE also works with Dual Enrollment students, qualified high school students taking college classes, while receiving both high school and college credit on GSW’s campus or at high school instructional sites (see FYE Dual Enrollment). FYE services are open to eCore and eMajor students, but these students also receive services from the eCore Student Success Team or the eMajor Student Success Team.
The Office of Information and Instructional Technology supports student academic success by providing information and instructional technology services and training.

Learning Management Systems (LMS)

GSW and the University System of Georgia (USG) uses the cloud-based version of the Brightspace by Desire2Learn Learning Management System that is hosted by Amazon Web Services, under the branded names GeorgiaVIEW and GoVIEW. GeorgiaVIEW is used by USG institutions, such as GSW to deliver courses to students fully online or as hybrids, or to enhance face-to-face courses. GoVIEW or the Georgia Online Virtual Instruction Enterprise Wide is used to deliver online collaborative programs offered by USG institutions, such as the eCore and eMajor programs. GSW students access both systems via a link on the Main GSW web page and can find instructions at GeorgiaVIEW/GoVIEW landing page or log in to both systems, as well as log in links (see GeorgiaVIEW login instructions). The menu to the left on the GeorgiaVIEW/GoView landing page provides training links for Getting Started and Student Orientation, as well as Helpful Links for both students and faculty. Students can access GeorgiaVIEW Help 24/7/365 online or during regular business hours (see GeorgiaVIEW Help). First-Year students receive their initial training on how to access and use GeorgiaVIEW during a Storm Day summer registration day (see Storm Day Schedule 2019). Transfers students who attend a Storm Day receive the same training in using GeorgiaVIEW as first-year students, while students who elect to do their transfer orientation online receive training in GeorgiaVIEW online. Students receive training in the use of GoVIEW by taking the Orientation required by either eCore or eMajor, and they are provided with access to an eCore Help Desk or an eMajor Help Desk, respectively. eCore and eMajor students also have access to eCore Computer Support and eMajor Computer Support, respectively. Dual enrollment student at high school instructional sites utilize either GeorgiaVIEW or GoVIEW depending upon what types of classes they are taking and have the same supports as all GSW students utilizing either GeorgiaVIEW or GoVIEW. Dual Enrollment students are trained in the use of both GeorgiaVIEW and GoVIEW at their orientation (see Dual Enrollment Orientation Agenda). Elementary Education students at ABAC use GSW GeorgiaVIEW for course enhancement and have the same supports as any other GSW students using GeorgiaVIEW, and new students in this program are trained in the use of GeorgiaVIEW at an orientation held annually in August just before the beginning of fall classes (see ABAC Orientation Agenda).

RAIN

The Office of Information and Instructional Technology collaborates with the Office of the Registrar to provide student access to the Registration and Academic Information Network (RAIN) GSW’s branded version of the Banner web application (see What is RAIN?). First-year students receive training in RAIN as part of their Storm Day summer registration agenda, and receive further training in UNIV 1000 the GSW Experience. Transfers students who attend a Storm Day receive the same training in using RAIN as first-year students, while students who elect to do their transfer orientation online receive training in RAIN online. All Dual Enrollment Students receive training in the use of RAIN during their orientation sessions (see Dual Enrollment Orientation Agenda). New students in the Elementary Education program at ABAC are trained in the use of RAIN at an orientation held annually in August just before the beginning of fall classes (see ABAC Orientation Agenda).

DegreeWorks
The Office of Information and Instructional Technology collaborates with the Office of the Registrar to provide student access to DegreeWorks, a tool that helps them and their advisors track their progress towards a degree. First-year students receive training in DegreeWorks as part of their Storm Day summer registration agenda, and receive further training in UNIV 1000 the GSW Experience. Transfers students who attend a Storm Day receive the same training in using DegreeWorks as first-year students, while students who elect to do their transfer orientation online receive training in DegreeWorks online. Dual Enrollment students do not receive training at their orientation in the use of DegreeWorks, because they have limited use for the tool, since they not selected a degree program. New students in the Elementary Education program at ABAC are trained in the use of DegreeWorks at an orientation held annually in August just before the beginning of fall classes (see ABAC Orientation Agenda).

Computer Labs

The Office of Information and Instructional Technology provides Computer Labs across campus some of which are public and some of which a restricted use (see GSW Computer Labs). The Director of First-Year Experience visits high school instructional sites and insures that each has adequate computer labs before signing an Memorandum of Understanding with the site. Elementary Education students at ABAC have access to computer labs comparable to those at GSW in Conger Hall where GSW classes are conducted (see #23 of the ABAC Campus Map & Facilities List).

Classrooms

The Office of Information and Instructional Technology works with academic units and the Instructional Technology Advisory Committee (see GSW Faculty Handbook p. 179) to maintain and implement instructional technologies across campus in classrooms and other meeting spaces (see also GSW Classroom Projector File). The Director of First-Year Experience visits high school instructional sites and insures that each has classroom spaces with adequate computer resources before signing an Memorandum of Understanding with the site. Elementary Education students at ABAC take classes in room 138 of Conger Hall (see #23 on ABAC Campus Map and Facilities List) and room Room 133 of the Agricultural Science Building (see #31 on ABAC Campus Map and Facilities), which were chosen because they are comparable to the classrooms in the Education Center at GSW.

Software

All classroom and lab computers have the Office 2016 Suite, Firefox and Google Chrome web browsers, an Adobe Acrobat Reader, the Respondus Lockdown Browser for secure testing, the VLC Media Player, and 7-Zip file compression software. Some classrooms and computer labs have additional software used by a specific academic disciplines, such as Crawford Wheatley Hall room 107, which is a classroom for multimedia production students, or Fine Arts room 209, which is a classroom and lab space for visual art and dramatic arts production students (see GSW Computer Labs).

RADAR Email

The Office of Information and Instructional Technology provides each student with a Radar Student Email account, which is the official means of communication between students and the institution (see RADAR Student Email). Students use their CanesNET credentials to access their RADAR account. First-year students receive training in the use of Radar as part of their Storm Day summer registration agenda. Transfers students who attend a Storm Day receive the same training in using RADAR as first-year students, while students who elect to do their transfer orientation online receive training in RADAR online. RADAR Email is also the official means of communication between GSW and online students in eCore or eMajor classes, adn students are informed during the eCore and eMajor Orientation (see eCore Must Use Campus Email and eMajor Must Use Campus Email). All GSW students at off-campus instructional sites also utilize RADAR email as their official form of communication with GSW. Dual Enrollment student receive training in RADAR at their orientation sessions (see Dual Enrollment Orientation Agenda). New students in the Elementary Education program at ABAC are trained in the use of RADAR email at an orientation held annually in August just before the beginning of fall classes (see ABAC Orientation Agenda).

Campus WiFi

Students have access to both CanesNET and ResNET WiFi networks using their CanesNET credentials (see GSW WiFi.
Students have access to both CanesNET and ResNET WiFi networks using their CanesNET credentials (see GSW WiFi Coverage). First-year students receive training in the use of Campus WiFi as part of their Storm Day summer registration agenda. Transfers students who attend a Storm Day receive the same training in using Campus WiFi as first-year students, while students who elect to do their transfer orientation online receive training in Campus WiFi online under the heading of CanesNET.

The Getting Started with Campus Technology and Technology Instructions pages on the Information and Instructional Technology provides students with a continuing resources for using campus technology.

Campus Book Store

The Campus Bookstore, located in Marshall Student Center, provides students with new, used, and rental options for textbooks. Textbooks can be ordered online for pickup at the bookstore or to me mailed. The Bookstore also provides textbook buyback services each semester (See Current Undergraduate Bulletin p. 42 and Current Graduate Bulletin p. 20). All eCore courses use free Open Educational Resources provided through GoVIEW. eMajor students can buy their textbooks online from the GSW Campus Bookstore or from any other online textbook provider; information on textbooks for upcoming terms can be found under the current student resources at the eMajor website or within individual courses in GoVIEW. Textbooks for all Dual Enrollment students are provided free of charge by the GSW Book Store. Depending on their situation, Dual Enrollment students either pick up or have their textbooks delivered to them (See Dual Enrollment MOU Template p. 3).

Academic Support of Faculty

Faculty Development

The Office of Academic Affairs provides faculty development opportunities related to teaching and learning in three primary ways: through the Center for Teaching and Learning, through Faculty Development and Faculty Instructional Grants, and through the Teaching Circles Program.

The Center for Teaching and Learning (CTL) is located in room 109 of the English Building and provides teaching and learning training, as well as faculty resources for teaching and learning. CTL provides training by outside experts, such as Motivate Lab and in house training provided by GSW faculty. Some is delivered during Southwestern Week, GSW’s faculty-staff planning week in August each year, and some is delivered throughout fall and spring semesters. For instance, Motivate Lab presented a workshop on student motivation specific to GSW in August 2018, and did a follow up workshop in January 2019 (see also Southwestern Week 2018 and Southwestern Week 2019). The CTL Director, Dr Judy Orton Grissett presented a session on student motivation in August 2019. CTL and the Office of Academic Affairs also collaborate on New Faculty Orientation in August each year. The CTL website is a rich repository of teaching and learning resources, including Best Practices in College Teaching, Faculty Teaching and Learning Resources, Faculty Development Workshop Archive, Scholarship of Teaching and Learning Resources, the Small Teaching Inventory, and the New Faculty Handbook.

The Office of Academic Affairs funds individual faculty development through the Faculty Development Grant Program (see GSW Faculty Handbook p.25) and the Faculty Instructional Grant Program (see GSW Faculty Handbook p. 28). These grants are awarded twice a year in fall and spring subject to the availability of funding by the Faculty Development (see GSW Faculty Handbook p. 181).

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. The program has been ongoing since 2005. The program has a presence in GeorgiaVIEW where teaching circle meetings are advertised and attendance is recorded. The Director of the Teaching Circle Program submits and annual report that lists the Teaching Circles for the year, Circle Activity reports, Summaries of Circle Activities, and Faculty Participation Data (see also GSW Teaching Circles Spring 2020).

GSW faculty who teach for either eCore ro eMajor have access to online development resources including the eCampus Knowledge Base and eCampus Faculty Guides.
Advisor Training

The Office of Academic Affairs in collaboration with the Office of the Registrar and the Office of First-Year Experience provides ongoing advisor training on a regular basis attuned to the rhythm of the semester. For instance, in fall 2019 a Start of Term Advisor Update, a Midterm Advisor Update, and an End of Term Advisor Update were held. Each update discusses issues specific to that part of the semester; for instance, the Midterm Update discussed issues related to midterm grades and priority registration for spring 2020 (see Midterm Update p. 3). Advisor Updates are Archived at the Office of Institutional Effectiveness website.

Technology Support and Training

The Office of Information and Instructional Technology provides the following support for faculty to facilitate student academic success. The Office provides general staff-faculty technical support and training that includes training of new faculty, annual updates during Southwestern Week faculty planning (see Southwestern Week 2018 and Southwestern Week 2019), and support resources online (see Getting Started with Campus Technology and How to Tutorials). Staff and Faculty are also provided a variety of software on their office computers and free copies of Office 365 for their home machines (see GSW Faculty Software).

The Office of Information and Instructional Technology also provides faculty training and support for GeorgiaVIEW in a variety of ways. Training in the use of GeorgiaVIEW is included in the New Faculty Orientation (see also New Faculty Tools pp. 9-15) and routinely is part of Southwestern Week faculty planning in August. The Teaching with Technology teaching circle schedules one to two meetings a year for GeorgiaVIEW updates (see Teaching Circle Annual Report bottom of p. 10). Faculty Resources are also available on Technology Services website, such as Getting Started with Campus Technology, GeorgiaVIEW Faculty Resources, and Helpful links for Faculty and Student.

The Office of Information and Instructional Technology collaborates with the Office of the Registrar to provide faculty access to and training in the use of RAIN for advising and academic management, such as the entry of grades. The Enterprise Services Director of Information and Instructional Technology works closely with the Registrar to maintain and update RAIN, GSW’s branded version of the Banner Web application. Training in the use of RAIN is delivered through Advisor training, through email communications from the Registrar, and through publications on the Faculty Resources page. For instance, the Midterm Advisor Update in fall 2019 demonstrated how to Enter Grades, how to Register for Classes, and introduced Wait Listing in the Banner 9 web client. (see Example Email to Student on Wait List) Under the Faculty Forms on GSW’s Faculty-Staff Resources page there are directions on Entering Syllabus Information in RAIN, Verifying Enrollment, Entering Midterm Grades, and Entering Final Grades.

The Office of Information and Instructional Technology also collaborates with the Office of the Registrar to provide faculty access to and training in the use of Degree Works. Since DegreeWorks draws its data from Banner, the Enterprise Services Director of Information and Instructional Technology works closely with the Registrar to maintain and update DegreeWorks. As with RAIN, training in the use of DegreeWorks is delivered through Advisor training and through publications on the Registrar's web site. For instance, DegreeWorks training was provided as part of New Advisor Training during Southwestern Week 2018, and as part of Advisor Updates during Southwestern Week 2018 and November 2019. Several Power Point presentations used for training are also archived on the Registrar’s website.

Co-Curricular and Non-Academic Support of Students

Counseling Services

Counseling Services enhances the academic and personal experience and success of all students by providing a variety of counseling services to students and the greater campus community. Counseling Services accomplishes its mission by offering services that facilitate students’ personal development; assist in the alleviation, remediation, and prevention of distress; as well as providing services that educate students in ways that develop self-awareness, self-reliance, and self-confidence (see Undergraduate Bulletin p. 44 and Graduate Bulletin p. 23). Counseling Services offers its services to on-campus, student at off-campus instructional sites, and online students.

Financial Aid
The Office of Student Financial Aid provides financial resources to students who would otherwise be unable to pursue the attainment of their educational and professional goals. The Office administers GSW’s Federal Title IV Funds, State of Georgia Financial Aid Funds, and GSW Foundation Scholarship and grant programs. The Office also facilitates student and parent loans, as well as educating students in filling out FAFSA forms, maintaining Satisfactory Academic Progress, helping navigate the Federal Verification Process, and auditing student eligibility for aid (see Current Undergraduate Bulletin pp. 35-41 and Current Graduate Bulletin pp 17-20). The Office of Student Financial Aid offers its services to students on-campus, students at off-campus instructional sites, and students online.

Health Services

Health Services advances the health of students by providing a spectrum of cost effective services including primary prevention, clinical health services, through referral, mental health services and various forms of healthcare counseling, as well as by advocating for a healthy campus community (see Current Undergraduate Bulletin pp. 47-48).

Residential and Campus Life

The Department of Residential and Campus Life was created to promote a community that recognizes diverse backgrounds, provides opportunities for intentional growth, and encourages a supportive environment. The Department of Residential and Campus Life provides an environment that facilitates a supportive community that consistently engages students, faculty, and staff in a robust campus life and purposeful interactions. The Department of Residential and Campus Life seeks to provide an environment that stimulates civic responsibility, support collaboration and community engagement across campus, and foster and sense of pride across campus, especially in the residence halls (see Current Undergraduate Bulletin pp. 45-46).

Collaborations to Support Student Success

Advising

Academic Advising of undergraduates is a collaboration between the Office of First-Year Experience, the Office of Academic Affairs, the Athletic Department, and the Faculty members of the degree programs. These stakeholders also collaborate in using the Beacon Early Warning System to identify students in experiencing academic or social difficulties, and help them resolve their difficulties. The Success Networks that monitor, advise, and support students in Beacon vary according to level and specific characteristics of the student. For instance, all first-year students have their faculty academic advisor, the director of First-Year Experience, their UNIV 1000 GSW Experience Instructor and their Storm Spotter peer mentor in their success networks, but if they are student athletes, they also have their head coach, the head athletic trainer, and and the Assistant Athletic Director for Compliance in their networks (see Beacon Success Networks).

UNIV 1000

UNIV 1000, as discussed above, is GSW’s First-Year Experience course, and while it is coordinated by the Dean of Education, the Office of First Year Experience is a partner in the course. While most of the instructors for UNIV 1000 are full-time faculty members, the Director and the Assistant Director of FYE each teach a section of the course. In addition, FYE recruits and trains the Storm Spotters, who are co-instructors and peer mentors in every section of UNIV 1000. FYE staff members also serve alongside faculty on the committee that sets the curriculum for the course. During Fall 2019, UNIV 1000 also incorporated elements from the week-long First-Year Orientation discussed below.

First-Year Student Orientation
GSW has always had a first-year student orientation, but in fall 2019 the orientation was expanded from a day and a half to three full days. First-year students engaged in a number of activities during the week, but one prominent feature was the information sessions held on Thursday and Friday. In addition to some large group info sessions there were eight small group sessions the covered issues such as Career Planning, Academic Pathway Plans, and Relationships. These session were presented by Storm Spotters (peer mentors), but they were planned by teams consisting of Faculty, Student Engagement and Success staff, and peer mentors. Students were provided with binders to hold the handouts from information sessions, some of which we reused in UNIV 1000 as reinforcement, such as the Storm Tracks and Advisor Information Sheets that were used when preparing UNIV 1000 students to register for spring term 2020 (see FYE Orientation Flyer).

Community Engagement

Experiential Learning

The Office of Experiential Learning facilitates service learning opportunities for degree programs and for specific courses.

The President Jimmy Carter Leadership Program

Students with outstanding academic performance and demonstrated leadership skills at the high school level are invited to participate in the President Jimmy Carter Leadership Program (PCLP) prior to their freshman year at Georgia Southwestern. Following the Social Change Model of Leadership Development, this Program focuses on growing leaders who will work for the betterment of others, the community, and society, while maturing in self-knowledge and leadership competencies. Each student will select one of the two tracks offered in the Program, one of which is the Service Track. Students in the Service Track collaborate to design and implement a major service project in the local community (see Current Undergraduate Bulletin p. 84).

Residential and Campus Life

The Department of Residential and Campus Life also facilitates an schedules community engagement opportunities especially through the Office of Campus Life and the Office of Greek Life (see also Campus Events Calendar).

By delivering the services described above, GSW provides academic and student support programs, services, and activities that are consistent with its mission to offer “a range of strong undergraduate and graduate programs in a vibrant learning environment” and that are carried out in an environment where collaboration, community engagement, and faculty, staff, and student interactions are emphasized.

Sources

- ABAC Academic Achievement Center
- ABAC Co-Requisite Support
- ABAC Conger Hall
- ABAC Map & Facilities
- ABAC Student Development
- ABAC Technology
- Advisor Update End of Term 12-19 FINAL
- Advisor Update End of Term 12-19 FINAL (Page 8)
- Advisor Update Midterm 10-10-19 FINAL
- Advisor Update Midterm 10-10-19 FINAL (Page 26)
- Advisor Update Midterm 10-10-19 FINAL (Page 3)
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Student Complaints
The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has two procedures for addressing student complaints, one for Academic issues (see GSW Complaint Procedures pp. 1-2) and one for Non-Academic issues (see GSW Complaint Procedures pp. 2-3), that are both published in the online Student Handbook. Students taking classes online from GSW also have access to student complaint policies on GSW's Distance Learning web page. The eCore online consortium that delivers USG Core general education classes to some GSW publishes its Academic Complaint Policy on its website. The eMajor Consortium that delivers the BS in Criminal Justice to some GSW students publishes its Academic Complaint Policy on its website. Students in the Elementary Education program at ABAC and students at GSW's high-school instructional sites both have use the same complaint procedures as on-campus students.

The GSW Academic Affairs example began at the Dean level, because the instructor was also the chair of English and Modern Languages, and therefore, could not consider the appeal at the departmental level. The Dean responded to the student, but the student was not satisfied with the response and appealed to the VPAA who responded. The on-campus student who made the complaint did not avail herself of the right to appeal to the president of GSW.

The Second Academic Affairs Example also began at the Dean level, because it came from a student in an online program that does not have a department chair (see Student Complaint and Dean Response). This online student did not avail himself of the right to appeal to the Provost.

Complaints for Non-Academic reasons rarely go beyond the informal process are extremely rare. So rare in fact that none have gone to the formal written process since before GSW's first Interim Fifth-Year Report in 2009.

The example complaint from an eCore course was lodged in a POLS 1101 American Government class during spring of 2018.

The example complaint from an eMajor course was lodged in a CRJU 1100 Introduction to Criminal Justice course during spring of 2017.

The record on Academic Complaints at GSW is kept in the Office of Academic Affairs, while the record of Non-Academic Complaints is kept in the Office of Student Rights and Responsibilities. All complaint records for eCore are stored in the eCampus Student Engagement and Advancement Data System from which a log of complaints lodged by GSW students can be retrieved at will for any date range. All complaint records for eMajor are also stored in the eCampus Student Engagement and Advancement Data System from which a log of complaints lodged by GSW students can be retrieved at will for any date range.

The descriptions above show that GSW publishes an appropriate and clear procedure for addressing both student academic and non-academic complaints. The examples above demonstrate that GSW follows its procedures, and that GSW keeps a record of complaints that will be provided upon request.
Federal and State Responsibilities
The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulations.

The Georgia State Department of Audits and Accounts performed an Agreed-Upon Procedures Audit evaluating compliance with federal student financial assistance regulations during FY 2019 (see GSW AUP Audit FY 2019 p. 3 and GSW Representation Letter). The Audit produced two findings.

The audit found some deficiencies in GSW’s Cost of Attendance Budgets (COA). The auditors found that the documentation of childcare costs were insufficient and that the documentation of Tuition did not agree with the figures in one of the COA budgets. In addition, the auditors found that the COA budgets for fall 2018 were increased after the term began, but that students whose financial aid had already been awarded before the increase did not have their awards recalculated. It was determined that the change of administration overseeing financial aid had been responsible for COA budget problems (see GSW AUP Audit FY 2019 pp. 5-6). GSW has submitted a plan to comply with auditor’s recommendations (see GSW AUP Audit FY 2019 p. 8).

The auditor’s examination of eight students during fall 2018 and spring 2019 who had been awarded and who unofficially withdrew from the university, but had not had a Return of Title IV calculation performed. This examination identified one student during spring 2019 for whom a Return of Title IV calculation should have been performed but was not. It was subsequently discovered that the calculation had been performed, but had been misfiled, and was therefore not properly entered in Banner, the student information system (see GSW AUP Audit FY 2019 pp. 6-7). GSW has submitted a plan to comply with auditor’s recommendations (see GSW AUP Audit FY 2019 p. 9).

GSW Financial Aid was audited in 2019 by the Georgia Student Finance Commission (GSFC), which administers the state funded Hope and Zell Miller scholarship programs. In both programs, scholarships are initially awarded based upon high school grade point average and are contingent upon maintaining a specific college GPA. The initial review found two principle problems: one case of improperly calculated GPA, and one case of over awarding (see GSW GSFC Audit Letter p. 2). GSW did not concur with either of these findings and submitted responses that were acknowledged by GSFC (see GSW GSFC Response Letter pp. 1-2 on GPA calculation & pp. 3-4 on over award). Since the over award involved the application of state scholarship funds after the award of a GSW Foundation Scholarship, GSW did acknowledge inconsistencies on our website and in the clarity of the scholarship. GSW did provide a remedy for this inconsistency (see GSW GSFC Response Letter bottom of p. 3 and ff.). GSW ultimately reimbursed the GSFC for the sum of $4280.00 (see GSW GSFC Closure Letter).

The evidence provided above establishes that GSW Georgia Southwestern State University is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and audits financial aid programs as required by federal and state regulations.
Sources

- GSW AUP Audit FY2019
- GSW AUP Audit FY2019 (Page 3)
- GSW AUP Audit FY2019 (Page 5)
- GSW AUP Audit FY2019 (Page 6)
- GSW AUP Audit FY2019 (Page 8)
- GSW AUP Audit FY2019 (Page 9)
- GSW GSFC Audit Letter 8-23-2019 (Page 2)
- GSW GSFC Closure Letter 11-21-2019
- GSW GSFC Response Letter 10-29-2019
- GSW GSFC Response Letter 10-29-2019 (Page 3)
- GSW Representation Letter and Attachment A
R - 13.7

Physical Resources
The institution ensures adequate physical facilities and resources, 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 ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Southwestern State University (GSW) has adequate physical facilities and resources both on and off campus to serve the needs of our educational programs and our support services. A space utilization study conducted in 2013 showed that GSW had more than adequate space to accommodate its students, faculty, and staff (see Space Utilization 2013 p. 32). Since enrollment and staffing have varied only slightly between fall 2012 and fall 2019, the current space remains adequate (see GSW Enrollment and USG SER Fall 2019 p. 3). The narrative descriptions of facilities below are keyed to the numbers on the Campus Map and Sheet Numbers in the GSW Building and Facility Fact Sheet.

A typical classroom at GSW has a computer and projector with screen or smart board (see Campus Projector List). The classroom computers are loaded with a standard list of software that includes Microsoft Office Suite 2016, an Adobe Reader, a Media Player, and Mozilla Firefox and Google Chrome web browsers. A typical staff or faculty office is equipped with a Dell PC and either an individual printer or a networked printer. These computers are loaded with a standard list of software that includes Microsoft Office Suite 2016, an Adobe Acrobat Pro, and Mozilla Firefox and Google Chrome web browsers (see GSW Software for Faculty).

Facilities that Accommodate Education Programs Primarily

Crawford Wheatley Hall (#3 on Campus Map & p. 2 Building & Facility Fact Sheet) was built in 1912, was completely renovated in 2003. The building is used primarily by the Department of Computer Science and the Department of Mathematics. The building has seven faculty offices, one traditional classroom, three computer classrooms, and one computer lab (see GSW Computer Labs p. 1). The building also houses the College of Arts and Sciences offices for the Dean and his administrative assistant. The building is one of the six GSW facilities listed on the National Register of Historic Places (see also Crawford Wheatley Photos).

The Science Building (#13 on the Campus Map & p. 7 Building and Facility Fact Sheet) was built in 1965 and last renovated in 2019, when labs were upgraded. The building is used by the Department of Biology and the Department of Chemistry, Geology, and Physics. There are five classrooms and two Chemistry labs in the building (see also Science Building Photos).

The Roney Building (#14 on the Campus Map & p. 8 in Building and Facilities Fact Sheet) was built in 1965 and had its last major renovation in 2010. The building is used by the Department of Biology and the Department of Chemistry, Geology, and Physics. Three Biology faculty members, two Chemistry, and two Geology have their offices in the Science Building as does the Administrative Assistant that serves both Department of Biology and the Department of Chemistry, Geology, and Physics. There are twelve classrooms and seven labs in the building. There is one computer classroom and a small computer lab in the building (see GSW Computer Labs p.3). The Agerton Observatory is located on the roof of the Roney Building (see also Roney Building Photos).

Jackson Hall (#15 on the Campus Map & p. 9 Building and Facility Fact Sheet) was built in 1956 and had its last major renovation in 2005. The building is used primarily by the Department of Music, although there are science labs and science faculty offices in the building, as well. Four Music faculty members have the offices in Jackson Hall and there is another office that is shared by part-time Music instructors who teach individual voice or instrument lessons. In the back of the building on its lower level level one Chemistry faculty member and a laboratory technician have their offices. There is one traditional classroom in the building, five Music practice and rehearsal spaces, a piano lab (see GSW Computer Labs p. 3), and two science labs in Jackson Hall. There is also a musical performance space in the building (see also Jackson Hall Photos).

The English Building (#17 on the Campus Map & p. 11 Building and Facility Fact Sheet) was built in 1968 and last renovated in 2008. The Building is used primarily by the Department of English and Modern Languages. Eleven English faculty members and one Spanish faculty member, as well as the department chair and his administrative assistant have offices in the building. There are twelve traditional classrooms, two computer classrooms and one computer lab in the building (see GSW Computer Labs p. 2). The Center for Teaching and Learning is also housed in the English Building (see also English Building Photos).
Facilities that Accommodate Student Support Programs Primarily

The Business History Building (#18 on the Campus Map & p. 12 Building and Facility Fact Sheet) was built in 1972 and last renovated in 2009. The building houses the Business programs of the College of Business and Computing, and the Department of History and Political Science. Twelve Business faculty members, five History, and four Political Science have their offices in the building. The Dean of the College of Business and Computing, her administrative assistant, and the administrative assistant to the Department of History and Political Science also have their offices in the building. There are sixteen classrooms, one computer lab (see GSW Computer Labs p. 1) and two conference rooms in the Business History Building (see also Business-History Photos).

The Fine Arts Building (#31 on the Campus Map & p. 22 Building and Facility Fact Sheet) was built in 1981 and last renovated in 2006. One Communications instructor, one Dramatic Arts faculty member, one technical coordinator and four Visual Arts faculty members have their offices in the building as does the administrative assistant who serves all the fine and performing arts programs. There are one traditional classroom, two theater spaces, a scenery shop, five studio spaces, an art gallery, a digital arts lab (see GSW Computer Labs p. 3), and a glassblowing facility in the Fine Arts Building. The black box theater in the building also contains a green screen for video production (see also Fine Arts Building Photos).

The Education Center (#32 on the Campus Map & p. 23 Building and Facility Fact Sheet) was built in 1990 and last renovated in 2011. The building is home to the College of Education and the GSW Preschool. Nine Education faculty members, the Director of Clinical Experience, the Clinical Support administrative assistant, the Director of Assessment, the Associate Dean of Education, the Dean of Education, and the college's administrative assistant have offices in the building. There are sixteen classrooms, a computer classroom, and a computer lab in the Building (see GSW Computer Labs p. 2). The GSW Preschool occupies the first floor of the building's west wing (see also Education Center Photos).

The Rosalynn Carter Health and Human Sciences Building #1 (#48 on the Campus Map & p. 34 Building and Facility Fact Sheet) was built in 2012 and houses the College of Nursing and Health Sciences. The Long Term Care Management program and the Nursing program teach classes in the building. Thirteen Nursing faculty members, two Associate Deans, a program chair, three administrative personnel, a lab technician, the Dean of the College have their offices in the building. HHS 1 has four classrooms, one of which accommodates up to 175 students and one of which is a computer classroom (see GSW Computer Labs p. 5), 13 nursing simulation labs and a conference room. The Office of Health and Counseling Services is also in this building (see also Carter HHS 1 Photos).

The Rosalynn Carter Health and Human Sciences Building #2 (#49 on the Campus Map & p. 36 Building and Facility Fact Sheet) was built in 2012 and houses the Department of Psychology and Sociology, and the Rosalynn Carter Institute for Caregiving (see Community Engagement facilities below). Six Psychology faculty members, three Sociology, the department chair, and the department's administrative assistant have offices on the second floor of the building. There are five classrooms, one computer lab, and one computer lab on the second floor of the building that are used by the Department of Psychology and Sociology (see GSW Computer Labs p. 5). There is one Biology and one Chemistry lab on the first floor of the building. The Rosalynn Carter Institute for Caregiving occupies the rest of the first floor of the building (see also Carter HHS 2 Photos).

Facilities that Accommodate Student Support Programs Primarily

Collum Hall (#6 on the Campus Map & p. 5 in the Building and Facility Fact Sheet) was built in 1951 as a residence hall and was renovated into a mixed use classroom and office building in 2011. The building houses Career Services on its first floor and the South Georgia State College (SGSC) Entry program on its second and third floors. The SGSC Entry program works with students referred to them by GSW who do not meet GSW's admission requirements. Students in the program live on campus at GSW while they take classes from SGSC faculty with the aim of transferring to GSW after one or two years in the SGSC Entry program. The building has six classrooms and one computer lab (see GSW Computer Labs p. 1) that are mostly used by SGSC, but are also used by the GSW Department of Mathematics due to the proximity between Collum Hall and Crawford Wheatley Hall (see #3 and #6 on the Campus Map). Four of the offices in the building are occupied by the Coordinator of the SGSC Entry program and its full-time and part-time faculty and the rest of the offices are used by Career Services staff or as Career Services consultation and resource rooms (see also Collum Hall Photos).
The Student Success Center and Storm Dome Athletic Complex (#10 & 40 on the Campus Map and pp. 25-27 Building and Facility Fact Sheet) was built in 2007 and has not yet undergone a major renovation. The building houses the Division of Student Engagement and Success, the Athletic Department and the Exercise Science Program. The Lower (basement) level of the facility has four locker rooms, two for men and two for women. The first floor of the facility has an Intramural Gym and Convocation Hall, which doubles as the Basketball Arena, which is home to the Hurricane and Lady Hurricane basketball teams. The lights in Convocation Hall were upgraded in 2019 and there are plans to improve wifi access and audio-visual equipment in the near future. There are three classrooms on this level that are shared by Physical Education and Exercise Science classes. There is also a computer classroom on this level and an exercise physiology laboratory (see GSW Computer Labs p. 4). There are also five offices on this level three of which are used by coaches and two of which are used by Exercise Science faculty. Recreational facilities on this level include the Fitness Center, a Group Exercise Room, four racquetball courts, and a rock climbing wall. The second floor of the facility provides public access to the seating for Convocation Hall through a lobby. The rest of the second floor is occupied by the Athletic Department, a game room, and a dining facility. The Athletic Department has ten offices on this floor, as well as a weight room for athletes. The third floor of the facility is occupied principally by the Division of Student Engagement and Success, although the Office of University Relations also occupies space on this floor. Residential and Campus Life, Student Rights and Responsibilities, First-Year Experience, University Relations, and the Vice President of SES, as well as four student groups have offices on this floor (see also SSC Photos). There is also a tutoring room and computer lab on this floor (see GSW Computer Labs p. 4).

Marshall Student Center (#15 on the campus Map and p. 15 in the Building and Facility Fact Sheet) was built in 1967 and underwent a major renovation in 2006 that added space. The building is largely used by Auxiliary and Dining Services, but the Office of Student Accounts and the Business Office also have their offices in the building. The student cafeteria, two private dining facilities, the kitchen that serves those facilities, the Higher Ground coffee shop, and the Provisions on Demand convenience store are all located in Marshall Student Center. The campus Bookstore and Post Office also have space in the building. The offices and service counters of both Student Accounts and the Business Office are adjacent to the auxiliary and dining facilities (see also Marshall Student Center Photos).

Sanford Hall (#17 on the Campus Map and p. 17 in the Building and Facilities Fact Sheet) was built in 1939 and had its last major renovation in 2000. The building is one of six GSW facilities listed on the National register of Historic Places. The First Floor of the facility is occupied by the Office of Human Resources. The Second Floor is shared by the Office of Financial Aid and the Office of the Registrar. The third floor is occupied by the Office of Disability Services and the University Testing Center (see also Sanford Hall Photos). The first and second floors are primarily office space, while the third floor has a computer lab and low distraction testing rooms for students with disabilities, as well as testing rooms for other student testing needs (see GSW Computer Labs p. 3).

Nicholas Smarr and Jody Smith Memorial Building (#19 on the Campus Map and p. 18 in the Building and Facilities Fact Sheet) was built in 1966 and last renovated in 2001. The Office of Public Safety is the sole occupant of the building (see also Smarr-Smith Building Photos).

Support Facilities Under Renovation

Academic Center for Excellence (#16 on the Campus Map and p. 10 in Building and Facility Fact Sheet) was built in 1962 and is currently vacant while undergoing a major renovation. When the renovation is complete, student support and service offices including Admissions, Financial Aid, First-Year Experience, and Student Accounts will move into the building to provide a one-stop location for students to transact most of their business with GSW (see ACE Building Architectural Renderings 1 and ACE Architectural Renderings 2).

Florrie Chappel Gymnasium (#11 on the Campus Map and p. 6 in the Building and Facility Fact Sheet) was built in 1939 and is one of the six GSW buildings listed on the National register of Historic Places. The building is currently unoccupied, but is scheduled for a major renovation in Fiscal Year 2021 (see Florrie Chappel Gym Renovation). When the renovation is complete the facility will become the new home of the Fitness Center (see also Florrie Chappel Gym Photo).
Residence Halls

Southwestern Oaks #1 (#41 on the Campus Map and p. 28 in the Building and Facility Fact Sheet) was built in 2007 and has a mix of one bedroom suites and two bedroom suites all with semi-private bathrooms. There is an open computer lab in the building (see GSW Computer Labs p. 4). Oaks #1 houses GSW’s first-year students (see also Southwestern Oaks 1 Photos).

Southwestern Oaks #2 (#42 on the Campus Map and p. 29 in the Building and Facilities Fact Sheet) was also built in 2007 and has a mix of one bedroom suites and two bedroom suites similar to Oaks #1 all with semi-private bathrooms. There is an open computer lab in the building (see GSW Computer Labs p. 4). Oaks #2 houses upperclassmen (see also Southwestern Oaks 2 Photos).

Southwestern Pines (#43 on the Campus Map and p. 30 in the Building and Facilities Fact Sheet) built in 2008 is an apartment style facility with four bedroom suites that also have a common room, kitchen facilities and semi-private bathrooms. There is an open computer lab in the building (see GSW Computer Labs p. 4). Pines house upperclassmen (see also Southwestern Pines Photos).

Southwestern Magnolia #1 (#46 on the Campus Map and p. 32 in the Building and Facilities Fact Sheet) was built in 2009 and has two bedroom suites with semi-private bathrooms. There is an open computer lab in the building (see GSW Computer Labs p. 4). Magnolia #1 houses upperclassmen (see also Southwestern Magnolia 1 Photos).

Southwestern Magnolia #2 (#47 on the Campus Map and p. 33 in the Building and Facilities Fact Sheet) was also built in 2009 and also have two bedroom suites with semi-private bathrooms. There is an open computer lab in the building (see GSW Computer Labs p. 4). Magnolia #2 houses upperclassmen (see also Southwestern Oaks 2 Photos).

Beth Duncan Hall (#28 on the Campus Map and p. 20 in the Building and Facility Fact Sheet) was built in 1966 and is currently unoccupied (see Beth Duncan Hall Photo).

Facilities that Accommodate Administrative Support Units Primarily

Wheatley Administration Building (#1 on the Campus Map and p. 1 in the Building and Facilities) was built in 1918 and last renovated in 2008. Wheatley is one the six GSW buildings on the National Register of Historic Places. Wheatley houses the Office of the President, the Office of Academic Affairs, and the Office of Admissions. There is a large assembly classroom that is also used for meetings in Wheatley, as well as a smaller classroom. A regional office of the nonprofit organization the Georgia Youth Science and Technology Centers occupies space in the back of the building above the smaller classroom. GSW provides this space as a public service (see also Wheatley Administration Building Photos).

Newman Alumni Center (#4 on the Campus Map and p. 3 in the Building and Facilities Fact Sheet) was built in 1915 and at that time was the residence of the institution’s president. The building is one of the six GSW buildings on the National Register of Historic Places and was last renovated in 2001. Newman is home to the GSW Alumni Association and the GSW Foundation (see Newman Alumni Center Photo).

Morgan Hall (#24 on the Campus Map and p. 18 in the Building and Facilities Fact Sheet) was built in 1937 and last renovated in 1997, although there was an upgrade of the building’s technology infrastructure in 2017. Morgan Hall is one of the six GSW Buildings on the National Register of Historic Places. The sole occupant of Morgan Hall is the Office of Information and Instructional Technology. The building includes a conference room, offices and work spaces for the OIIT staff and administration, and storage spaces for IT hardware (see also Morgan Hall Photos).

Maintenance Building (#19 on the Campus Map and p. 13 in the Building and Facilities Fact Sheet) was built in 1968 and renovated in 2006 when the facility was expanded and updated. The building includes office, conference room, workshop, and warehouse space that is is used by Materials Management, Physical Plant, and Purchasing (see Maintenance Building Photo).
Former President's Residence (#5 on the Campus Map and p. 4 in the Building and Facility Fact Sheet) was built in 1965 to replace Newman Alumni House as the residence of the institution's president. It was last renovated in 2006 to provide space for the Rosalynn Carter Institute for Caregiving (RCI). When the RCI moved to the Rosalynn Carter Health and Human Sciences Building #2 in 2012, the Former President's Residence was occupied by the Southwest Georgia Court Appointed Special Advocate Association (CASA). GSW provides this space as a public service (see Former President's Residence Photo).

Mary Lou Jordan Hall (#22 on the Campus Map and p. 16 in the Building and Facilities Fact Sheet) was built in 1967 and last renovated in 2002. This former residence hall is currently used by GSW's cleaning contractor for office space and storage (see Mary Lou Jordan Hall Photo).

Recreational Facilities

The Lake House (#30 on the Campus Map and p. 21 in the Building and Facility Fact Sheet) which is adjacent to the College Lake was built in 1942 and is used by community and campus groups for meetings, picnics and parties (see Lake House Photos).

Deriso Swimming Pool (#33 on the Campus Map and p. 24 in the Building and Facility Fact Sheet) was built in 1991 and last renovated in 2006. The pool is used to teach swimming classes and for recreational swimming by students, staff, faculty, and staff-faculty family members. The pool is also used the Americus Blue Tide junior swim team.

The Griffin Bell Golf and Conference Center (p. 31 in the Building and Facility Fact Sheet), the former Americus Country Club located adjacent to teh southern border of the GSW campus, was acquired by the GSW Foundation in 2004. The course is home to the GSW Men's Golf Team and is open to members and their guests. There is a plan to renovate the Golf and Conference Center building during Fiscal Year 2021 (see Griffin Bell Golf Center Photo).

The Intercollegiate Soccer Field (On the far right of the Campus Map and p. 39 of the Building and Facility Fact Sheet) was constructed in 2003 when GSW began playing both Men's and Women's Intercollegiate Soccer. Lights were added to the field in summer 2018 (see Intercollegiate Soccer Field Photo).

Baseball Field (On northeastern corner of the Campus Map and p. 37 of the Building and Facility Fact Sheet) was built in 1995 and upgraded in 2006. It is home to the Hurricanes Men's Baseball team (see Susan K. Smith Baseball Field Photo).

Softball Field (On the northern part of the Campus Map and p. 38 of the Building and Facilities Fact Sheet) was built in 1997 and renovated in 2009, when a concession stand and locker room were added. It is home to the Lady Hurricanes Softball team (see Softball Field Photo).

Tennis Courts (Adjacent to Deriso Pool on the Campus Map and p. 42 of the Building and Facility Fact Sheet) were built in 1992 and renovated in 2010. The courts are open to the public and are the practice and competition courts for the Lady Hurricanes Tennis team (see Tennis Courts Photo).

There are Intramural Soccer fields, also used for flag football, on both the north and the south sides of campus (see Campus Map). An outdoor basketball court was built adjacent to the South Intramural Soccer Field in summer 2019, but has not yet been added to the Campus Map (see South Intramural Field Photo and Outdoor Basketball Court Photo).

A Practice Facility for the Baseball and Softball teams is currently under construction in the parking area between the Baseball and Softball fields (see Campus Map). The facility should be ready during Baseball season in spring 2020 (see New Practice Facility).

Computer Network Infrastructure
GSW provides robust, high-speed network service for all academic and administrative buildings. Each building is connected via one or more fiber optic links at 1Gbps-10Gbps and links of 100Mbps-1Gbps are available via wired connection to-the-desktop. The network is segmented by department/functional area into virtual local area networks (VLANS) to enhance network security and efficiency.

GSW currently has two wireless networks; one for the corporate (administrative and instructional) buildings, and one for the residential buildings. Both of these wireless networks consist of Aruba wireless controllers, access points, and device onboarding solutions. All of the campus’ residential, academic, and administrative buildings’ interior spaces have wireless coverage (see GSW WiFi Coverage).

PeachNet is the statewide communications network supporting all University System of Georgia (USG) Information Technology Services (ITS) efforts. This statewide network supports USG institutions, Georgia Public Library Service (GPLS), and K-12 institutions. PeachNet provides GSW with internet access and supports four classes of quality of service (QoS) enabled traffic. These classes are, from highest to lowest priority, voice, video, PeachNet, and general Internet.

GSW and the University System of Georgia (USG) use the cloud-based version of the Brightspace by Desire2Learn Learning Management System that is hosted by Amazon Web Services, under the branded names GeorgiaVIEW and GoVIEW. GeorgiaVIEW is used by USG institutions, such as GSW to deliver courses to students fully online or as hybrids, or to enhance face-to-face courses. GoVIEW or the Georgia Online Virtual Instruction Enterprise Wide is used to deliver online collaborative programs offered by USG institutions, such as the eCore and eMajor programs.

Facilities Maintenance

GSW receives funding from the University System of Georgia for Major Repairs and Rehabilitation, the so-called MRR budget, and GSW prioritizes its MRR requests based on the most immediate needs (see GSW MRR Priorities List). In addition, GSW has a Preventive Maintenance Schedule.

Facilities Planning and Budgeting

GSW has a plan for renovation of its facilities, as well as a limited number of new facilities. The facilities plan was shared most recently with the campus community during a forum on November 8, 2019 (See Capital Projects Forum). GSW receives capital funding from the University System of Georgia for both new projects and, as noted above, Major Repairs and Rehabilitation (see GSW MRR Priorities List and GSW Capital Budget FY 20). As noted in facility descriptions above, every one of GSW facilities, excluding the Lake House and Beth Duncan Hall, has been built, had a major renovation since 2001, or is currently scheduled for renovation.

Physical resources at Off-Campus Instructional Sites

GSW has ten Off-Campus Instructional Sites. One site is at Abraham Baldwin Agricultural College (ABAC), where the GSW College of Education delivers a Bachelor of Science in Elementary Education program. The other ten sites are high school sites where GSW delivers Dual Enrollment, general education classes either face-to-face or online through eCore.

ABAC is also a University System of Georgia institution, and therefore, has comparable facilities to those provided by GSW (see ABAC Institutional Profile on the USG website). Specifically, Conger Hall and the Agricultural Sciences Center, where GSW's College of Education teaches classes for its Bachelor of Science in Elementary Education program, have facilities comparable to those in GSW's Education Center, including having computer enabled classrooms and computer labs (see #23 and #31 on the ABAC Campus Map & Facilities List, ABAC Facilities Exteriors, and the description of GSW Education Center above). Many of ABAC's academic support units are located nearby in the Carlton Center (see #22 on the ABAC Campus Map & Facilities List). Branch Hall houses the Campus Bookstore among other services (see #16 on the ABAC Campus Map and Facilities List). GSW Elementary Education students at ABAC are able to live in ABAC campus housing (see #20 on the ABAC Campus Map and Facilities List), although all students currently in the program are commuters.
Before signing an MOU with any high school off-campus instructional site, the Dual Enrollment Coordinator visits the site to insure that classroom, computer lab, and science lab facilities are adequate and comparable to GSW's facilities. For Dual Enrollment students taking eCore classes in particular, the Dual Coordinator insures that the computer labs meet eCore Technical Requirements.

The facilities descriptions and other data presented above shows that GSW has adequate physical facilities and resources both on and off campus to serve the needs of our educational programs and our support services.

Sources

1 Wheatley Administration Building Photos
10 ACE Architect Renderings
12 BHP Photos
13 English Building Photos
13 Maintenance Building Exterior
14 James Earl Carter Library Photos
15 Marshall Student Center Photos
16 Mary Lou Jordan Hall Exterior
17 Sanford Hall Photos
18 Morgan Hall Photos
19 Nicholas Smarr and Jody Smith Memorial Building Photos
2 Crawford Wheatley Hall Photos
20 Beth Duncan Hall
21 Lake House
22 Fine Arts Building Photos
23 Education Center Photos
24 Deriso Pool
25 Student Success Center
26 Southwestern Oaks 1
27 Southwestern Oaks 2
28 Southwestern Pines Photos
29 Griffin Bell Golf Center
3 Newman Alumni Center Exterior
30 Southwestern Magnolia 1
31 Southwestern Magnolia 2
32 Rosalyn Carter HHS 1
33 Carter HHS 2
34 Susan Smith Baseball Field
35 Softball Field
36 Intercollegiate Soccer Field
Institutional Environment
The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment
☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Georgia Southwestern State University (GSW) considers a healthy, safe and secure environment for students, faculty-staff, and visitors to the campus an integral part of providing a vibrant learning environment (see GSW Mission). The steps GSW takes involve every academic, support and administrative unit on campus, but the most significant contributions to health, safety and security are made by the following units: Campus and Residential Life, Counseling Services, and Health Services whose directors report to the Vice President of Student Engagement and Success (VPSES); and Human Resources, Physical Plant, and Public Safety whose directors report to the Vice President for Business and Finance (VPB&F). Both the VPSES and the VPB&F report directly to the president.

Health
GSW takes steps to provide a healthy environment for all its stakeholders, including being a smoke free campus and through its student immunization requirements. All of GSW’s dining facilities are open to the public, as well as GSW students, faculty, and staff, and have superior Health Inspection ratings (see Health Inspection Certificates for the GSW Cafeteria, the Canes Den Chik-fil-A/Boar’s Head, and Higher Grounds Coffee Shop).

GSW takes steps to both treat and prevent problems with the physical and mental health of its students.

The Office of Health Services operates the Herschel A. Smith Health Clinic that is open 5 days a week to treat minor illnesses and refer patients with more serious illnesses. Health Services also provides preventive care, such as flu shots and meningitis vaccinations, monitors that students have immunizations required as a condition of admission, and offers free Sexually Transmitted Disease testing. The Health Center also communicates with students, staff, and faculty about health issues on a continuing basis (see, for instance, Flu Season: What to Know in 2020). The Director of Health and Counseling Services, is a registered nurse with a Family Nurse Practitioner License, and the staff nurse also has an RN license. Health Services also provides flu shots and treatment of minor illnesses for staff and faculty.

The Office of Counseling Services is also housed within the Herschel A. Smith Health Clinic and is open the same hours as the clinic. Counseling Services schedules appointments and accepts walk ins for counseling or referral, as well as providing a variety of mental health education sessions, such as Dealing with Loss and Workshops for dealing with issues such as homesickness and depression. The Assistant Director of Counseling Services has a Professional Counselor License and the administrative assistant to Health and Counseling Services, has a BS in Psychology and MA in Human Service and Counseling.

The Office of Campus Recreation provides fitness and wellness programs to students, as well as faculty and staff. Campus Recreation operates a number of fitness facilities in the Student Success Center, including a Fitness Center, Group Exercise Studio, Intramural Gym, and Racquetball Courts. The Fitness Center operates seven days a week during regular academic terms and is open to all student, staff, and faculty with a valid GSW ID (see Fitness Center Hours Spring 2020). Campus Recreation also offers Group Exercise session during regular academic terms that are also open to students, staff, and faculty, such as Yoga (see Group Fitness Schedule 2020). In addition, Campus Recreation hosts special events, such as a Heart Health event co-sponsored by the Red Cross, and Run with GSW’s President.

The Office of Student Rights and Responsibilities provides wellness programs including wellness coaching and wellness training. Student Rights and Responsibilities provides a forum for the GSW Behavioral Intervention Team that monitors student behavior with intention of identifying and intervening in student behaviors that present a health or safety to individual students or to the campus community. In addition, Student Rights and Responsibilities oversees the GSW Alcohol, Tobacco, and Other Drugs Task Force (ATOD) that sponsors training in responsible behavior and provides remediation for students who have alcohol or drug problems. ATOD sponsored training includes Alcohol Bystander Training and events during National Collegiate Alcohol Awareness week. The Director of Student Rights and Responsibilities has a Ph.D in Higher Education Policy and an MED in College Counseling.
All GSW students are required to take PEDS 1010 Lifetime Fitness, a course that provides students with scientific knowledge of physical fitness. In additional students are required to take PEDS 2000 CPR and First Aid, unless they can provide proof that they are trained in CPR and First Aid by the Red Cross, the American Heart Association, or another similar provider of training. GSW has 27 portable defibrillators distributed across campus, including one with child sized pads in the Education Center where the 4-K program is located (see GSW Defibrillator Locations).

In addition to the steps mentioned above, GSW and the University System of Georgia (USG) provide a variety of Wellness Programs for staff and faculty that are administered by the Office of Human Resources. Human Resources has sponsored an annual Wellness Fair the last two years that provides health screening tests, as well as information about wellness programs. Wellness programming offered at GSW includes sessions on Wellness at Work and Healthy Eating, as well as the opportunity to Work Out with the Weavers. Staff and faculty access USG wellness benefits through the USG Wellness Portal. In addition to providing a wellness benefit of $100 a year for engaging in wellness activities, the USG also provides wellness workshops.

Finally, GSW has a plan for medical emergencies that is part of General Emergency Plan (see GSW Emergency Plan Quick Reference Guide p. 19). The steps outlined above are the major reasonable steps GSW takes to provide a healthy environment for all members of the campus community.

Safety

The steps that GSW takes to provide a safe environment for all members of the campus community begin in the Critical Emergency Response Team (CERT). CERT that is chaired by the Chief of GSW's Department of Public Safety and its members include the Provost, the Vice President for Business and Finance, the Chief Information Officer, the head of Public Safety Administrative Services, the Director of Technology Services, the Information Security Officer, the Director of Student Rights and Responsibilities, the Director of Physical Plant, and the Health and Safety Officer. CERT meets at least once a year (see 2017 CERT Minutes, 2018 CERT Minutes, and 2019 CERT minutes) and is responsible for drafting and maintaining GSW’s Emergency Procedures Plan (see Emergency Procedures Quick Reference Guide). This guide includes plans for Active Shooter Emergencies, Bomb Threats, Civil Disturbances, Campus Evacuation, Explosion on Campus, Fire, Hazardous Materials, Severe Weather, Medical Emergencies, Natural Disasters, and Natural Gas Emergencies.

Since April 2019, GSW has made the Alertus Mobile Phone App available to all students, staff, and faculty. This application allows end users to not only receive push notifications, but also to quickly send geo-tagged incident reports to emergency management personnel via the panic button feature. In addition, some administrative staff, such as the President, the Provost, the Vice President's and their administrative assistants have panic buttons on their desktop computers (see IT Compliance Leaders Meeting PPT pp. 16-17). GSW uses the Connect ED Emergency Notification System to inform students, staff and faculty of developing emergency situations, such as severe weather by phone, mobile phone, text message, and email (see Emergency Notification System and Emergency Procedures Guide pp. 10-11). GSW regularly participates in Emergency Response Training Drills in cooperation with South Georgia Technical College, Phoebe Sumter Medical Center, and various Emergency Medical Service and Public Safety teams from Sumter, Crisp, Daughterty, Terrell, and Webster Counties (See Emergency Response Training Drill and Emergency Training Drill 3-12-2018).

The Office of Public Safety plays a crucial role in providing a safe campus environment. All of GSW’s Public Safety Officers have Georgia Basic Peace Officer training provided by Georgia's Police Office Standards and Training Council (POST) and are required to attend 20 hours of continuing development training per year. All officers also have Advanced Law Enforcement Rapid Response Training (ALERRT), are trained in the use of tasers and pepper spray, and trained in CPR and First Aid. Two officers hold master's degrees, five hold bachelor's degrees, and four are currently enrolled in classes at GSW. In addition, five of GSW’s Public Safety Officers are certified POST instructors. Seven officers have Civilian Response to Active Shooter Events (CRASE) training. Two officers are certified ALERRT instructors, one is a POST certified firearms instructor, and one is a trained Title IX investigator.

On its website, GSW’s Office of Public Safety publishes an annual Security Report, an annual Fire Safety Report, and GSW’s Clery Act data (see also the Office of Postsecondary Education GSW Data).

Georgia law provides University and Campus Police arrest powers for offenses committed upon University System property and includes jurisdiction over offenses committed upon any public or private property within 500 yards of any property under the jurisdiction of the Board of Regents of the University System of Georgia (see GSW Clery Map). The GSW Office of Public Safety also has mutual aid agreements with the City of Americus Police Department and the Sumter County Sheriff’s Office.
In addition to patrolling GSW's campus 24/7/365, GSW's Public Safety Officers also provide escort service, vehicle assistance, event security, and public safety training. Public Safety training includes Simple Self-Defense, Drug and Alcohol Awareness, Theft Protection, Civilian Response to Active Shooter Events, Georgia House Bill 280 (Campus Carry), and Basic Vehicle Maintenance. In addition, Public Safety conducts information sessions during First-Year Student Orientation that cover such topics as obtaining and using the Alertus Mobile Phone App, securing personal belongings on campus, looking out for friends, and who to call when needing help (see Orientation Schedule 2019 p.1).

The Office of Public Safety administers GSW’s Fire Safety plans in collaboration with GSW’s Physical Plant. GSW has Fire Safety Policies that limit the types of appliances that can be used in residence halls and other campus buildings (see Annual Fire Safety Report pp. 19-24) and GSW’s Smoke Free Campus Policy also contributes to the general fire safety on campus. GSW has multiple fire safety systems in all its facilities (see Annual Fire Safety Report pp. 6-10) and has regularly scheduled fire drills (see Annual Fire Safety Report pp. 11-18). In collaboration with GSW's Health and Safety Officer, Public Safety keeps the required logs of fire incidents on campus (see Annual Fire Safety Report pp. 25-31). There are multiple Fire Extinguishers in all GSW facilities (see GSW Fire Extinguisher Locations) that are inspected monthly to confirm that they are fully charged (see Example Fire Extinguisher Inspection Log). There are evacuation plans for each facility on GSW’s campus (see Annual Fire Safety Report pp. 21-23). The residence halls in particular have emergency exits at the end of each wing of every hallway that lead to the stairwell and onward to outside emergency exit door. The emergency exits are equipped with alarms notifying residents that an emergency exit has been used.

GSW's Physical Plant is responsible for the general safety of all campus facilities and grounds (see highlighted items in GSW Physical Plant Services). While the regular working hours of Physical Plant employees are 7:30 AM to 5:00 PM Monday through Friday, procedures are in place to respond to facility emergencies that occur at night and on weekends (see Physical Plant Emergency After Hours). The Vice President for Business and Finance and the Director of Physical Plant make a walking inspection tour of all campus facilities once every semester paying particular attention to cleanliness and maintenance issues, especially maintenance issues that present a safety hazard.

GSW’s Health and Safety Officer is part of the Physical Plant staff. The Health and Safety Officer oversees environmental health and safety services (see GSW Environmental Health and Safety Services) as well as health and safety awareness training for staff and faculty (see Right to Know Training). The Health and Safety Officer makes sure that safety inspections, such as Boiler and Elevator Inspections take place regularly and that GSW is in compliance with all relevant OSHA and University System of Georgia health and safety regulations.

GSW has a comprehensive Policy on Sexual Misconduct that protects student, staff, and faculty as well as a comprehensive, ongoing training program related to sexual misconduct. GSW's Policy on Sexual Misconduct supplies clear definitions of prohibited conduct, guidance on reporting sexual misconduct and descriptions of the procedures for investigating and sanctioning sexual misconduct. The procedures and training for dealing with sexual misconduct are overseen by GSW's Title IX Advisory group, which is chaired by GSW's Title IX Coordinator (see CV of Gena Wilson, Director of Human Resources). Additional information on Title IX, Victim Counseling and Support, and Bystander Intervention is available in the GSW Annual Security Report.

All GSW employees, including student employees, participate in annual sexual assault training provided by Everfi. All GSW students are required to take training in sexual assault prevention during their first term at the institution, and incoming first-year students receive additional training during a First-Year Orientation Session on relationships. Relationships 101 focused on building healthy friendships and romantic relationships, including information on Title IX. Relationships 102 focused on maintaining relationships with family and friends during the transition to college. Topics covered included communication strategies, maintaining and testing values, and interacting with people from diverse backgrounds (see Orientation Schedule 2019 p. 4). On February 22, 2019, the Division of Student Engagement and Success in collaboration with the GSW Gay-Straight Alliance Student group offered Safe Space Training that was attended by a broadly representative group of students, staff, and faculty.

Georgia Southwestern State University has not been investigated by the US Department of Education's Office of Civil Rights for possible allegations of sexual violence.

The steps outlined above are the major reasonable steps GSW takes to provide a safe environment for all members of the campus community.

Security
GSW takes steps to provide a secure environment for all its stakeholders, including students, staff, faculty, and visitors to campus. As noted above, GSW’s Office of Public Safety publishes and Annual Security report that outlines a variety of safety and security procedures (see GSW Annual Security Report 2019 p. 2).

Academic and Administrative buildings are open to students, staff, faculty, and the general public during regular business hours, i.e., 8:00 AM to 9:00 PM for academic buildings and 8:00 AM to 5:00 PM for administrative buildings (see GSW Annual Security Report 2019 p. 11). After hours access to academic and administrative buildings for staff and faculty is keys issued upon initial employment, or upon subsequent change of job or employment location. Key card access to academic buildings is granted to some students, such as visual arts students who need access to studio or laboratory facilities after hours (see GSW Building Access Policy). Public safety officers unlock all buildings before 8:00 AM each week day and lock them again at the end of business hours for the building. In general, buildings remain locked from the end of business on Friday, until 8:00 AM Monday morning, unless there is some special event or a weekend class a particular building. Some facilities, such as James Earl Carter Library and the Student Success have hours seven a week during regular term times (see JEC Hours Spring 2020), Cameras are located in the GSW Business Office in Marshal Student Center, and in the Student Success Center for added security.

GSW’s Information Technology Steering Committee is responsible for the development and implementation of GSW’s IT Strategic Plan, and also functions as GSW IT security governance committee. For instance, it was the IT Steering Committee that made the decision to place GSW’s student email directory behind password protection. This changed has enhanced student confidentiality and provided additional protection from phishing attempts. The Committee also assists in the implementation of Georgia Board of Regents Policy 10.4 on Cybersecurity and other related University System of Georgia cybersecurity requirements. GSW’s Office of Information and Instructional Technology GSW also has a Network Use Policy that prohibits behavior detrimental to security, such as a sharing of passwords and attempts to circumvent security measures. The specific day to day measures taken by the Office of Information and Instructional Technology to provide cybersecurity include a Fortinet firewall on both the campus and residence hall networks and the establishment of an Information Security Officer position in 2018 (see Information Security Officer job description and Andrew Jemigan CV). GSW’s Information Security Officer monitors daily and weekly reports of attempts to penetrate the campus networks, as well as malicious email sent to both student and staff-faculty email systems (see Daily Web Server Report for January 16, 2020, Daily Intrusion Prevention System for January 16, 2020, and Weekly IPS Report for January 10 to January 16, 2020).

The primary way that the Office of Information and Instructional Technology disseminates information about cybersecurity and related compliance issues is through its Information Technology Compliance Leaders Committee, which includes representatives from most academic, administrative and report units on campus. This committee meets quarterly to discuss policy compliance issues and disseminate upcoming changes to the campus community. GSW student employees, staff, and faculty undergo Security Awareness Training annually. GSW’s Information Security Officer periodically communicates with students faculty and staff by email (see Cyber Security Awareness Month Message). The Office of Information and Instructional Technology also maintains some materials related to cybersecurity threats, such as Ransomware on its web site.

GSW also has Computer Security Incident Response Team that deals with any computer security incidents. For instance, the team dealt with an incident during fall term 2019, in which three faculty email users clicked the link in a phishing email that emulated a message generated by a cloud-based document sharing system. The team not only examined tens of thousands of emails to make sure not sensitive or confidential information was compromised, but they also shared lessons learned with the IT Compliance Leaders at the quarterly meeting in December 2019 (see IT Compliance Leaders Meeting PPT pp. 3-11). It was also decided to deploy Ironscales, a more robust system for reporting and isolating phishing emails (see IT Compliance Leaders Meeting PPT pp. 12-13).

The steps outlined above are the major reasonable steps GSW takes to provide a secure environment for all members of the campus community.

The reasonable steps outlined above allow GSW to provide a healthy, safe and secure campus environment for all of its stakeholders.

Sources
Self-Injury Awareness
Spring Break Safety 2020
Student Directory Login
Taste Test Revised
Terri Maxwell RN License
Title IX Advisory
USG Wellness Portal
Well Being Credit
Wellbeing at Work
Wellness Coaching
Wellness Fair 2019
Wellness Training
Workout with the weavers
Yoga @ GSW
Publication of Accreditation Status
The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of the institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus.

Judgment
☑ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) publishes its accreditation status and publishes the name address and telephone number of SACSCOC on the About GSW page on the institutional website. The same statements are included in the both the GSW Undergraduate Bulletin and the GSW Graduate Bulletin.

GSW has no branch campuses.

Sources
- About Accreditation
- GSW_Current-Graduate_Bulletin (Page 6)
- GSW_Current-Undergraduate_Bulletin (Page 7)
R - 14.3

Comprehensive Institutional Review
The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment
☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Southwestern State University (GSW) applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The evidence regarding distance learning programs can be found in the narratives for Requirements 10.2, 10.3, 10.6a, 10.6b, 10.6c, 10.7, 12.1, 12.4, and 13.7. The specific portions of these narratives that address distance learning programs have been highlighted in dark blue. The evidence regarding off-campus locations can be found in the narratives for Requirements 12.1 and 13.7. The specific portions of these narratives that address off-campus sites have been italicized. GSW does not have any branch campuses.

Sources

GSW Instructional Sites
R - 14.4

**Representation to Other Agencies**
The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation, and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

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

**Narrative**

Both the Undergraduate and Graduate Nursing programs at Georgia Southwestern State University (GSW) are accredited by the Commission on Collegiate Nursing Education (CCNE) In the most recent self-studies for the BSN Program (see pp. 4-5) and the MSN Program (see pp. 4-5), GSW was described in language consistent with the language used in our institutional summary for this report (see GSW Institutional Summary 2020 p. 1).

GSW has adequate mechanisms for informing CCNE and SACSCOC of any changes in accreditation status, since the Dean of the College of Nursing and Health Sciences, and GSW's SACSCOC Accreditation Liaison are members of the Deans' Council.

GSW is currently in good accreditation standing with both CCNE, and SACSCOC. See copies of GSW's latest letters of approval from CCNE for the BSN and the MSN programs.

**Sources**

- BSN CCNE 2016 (Page 4)
- CCNE - CSU GSCGNE Self-Study Report 2018 (Page 4)
- CCNE BSN Accreditation 2016
- CCNE MSN Accreditation 2014
- GSW Accreditation Webpage
- GSW Institutional Summary 2020 Page 1
- GSW Official Reaffirmation Letter 2015
Quality Enhancement Plan Impact Report

Georgia Southwestern State University

Georgia Southwestern State University’s (GSW) Quality Enhancement Plan was entitled Windows to the World. The primary goal of the Windows to the World Program was to provide our students with intercultural knowledge and perspectives, since many of them are from rural areas without much cultural diversity, and this would be useful to them in the modern globalized economy. A secondary goal of the program was to increase participation in study abroad programs. The learning outcomes for the Windows to the World Program were:

• Students will be able to identify, describe, and explain cultural differences.
• Students will be able to ask relevant questions about other cultures and find answers to those questions.
• Students will be willing to interact with people from other cultures.

Changes to the Windows to the World Program

The Windows to the World Program was a co-curricular program that required students to attend six Windows to the World events and complete a capstone experience after the sixth event. Since the requirement applied only to our first-time full-time cohorts each year starting in fall 2014, students were introduced to the program in UNIV 1000 the GSW Experience, our First-Year Experience course. The 2014 and 2015 cohorts were initiated into the program by making a visit to Habitat for Humanity’s Global Village and Discovery Center, where they toured replicas of improvised housing around the world, as well as the types of housing that Habitat for Humanity builds to replace inadequate housing with adequate housing. After making this trip, students wrote a reflective essay on how the visit had, or had not affected their views on adequate housing, and the reflection was facilitated by post-visit discussions in UNIV 1000 sections. This initiating experience was intended to begin the process of
developing intercultural understanding by encouraging students to examine their own cultural perspectives and assumptions about housing, something basic to every culture.

By 2016, the expense and logistical difficulties of transporting 400 or more students to and from the Global Village in groups of about 50 within a 90 minute time period had become insupportable. Therefore, the cohort that year was given the choice to attend one of three selected Windows to the World events scheduled for fall 2016 and wrote their reflective essays on the event they attended. This change was not terribly successful, primarily because the multiple Windows to the World experiences of the students in one section of UNIV 1000 made class discussions less effective. The initiating experience for the 2017 and 2018 cohorts was the World Café. The World Café is an event in which facilitated discussion takes place between UNIV 1000 students and volunteer international students who attend GSW. The events typically involve two or three sections of UNIV 1000 who begin by sitting randomly at 8 to 10 tables that are already assigned one or two international students. After the event begins with a short introduction, a discussion of approximately 15-18 minutes begins at each table in which international students share information about their home countries and UNIV 1000 students get to ask questions. When time is called on these discussions, the international students move to another table and facilitate another 15-18 minute conversation with a new group of UNIV 1000 students. At the end of this second discussion, a short large group discussion takes place in which UNIV 1000 students share takeaways from the discussions in which they participated. UNIV 1000 instructors do a class debrief after the World Café and before the students write their reflective essays.

In 2014, GSW hired a Director of International Programs, who was also the Director of the Windows to the World Program. When this director left GSW in summer 2017 when GSW was under a new administration, it was decided to eliminate the position because GSW’s new president did not want to attempt to do both recruiting of international students and recruiting of students for study abroad.
with limited resources. The Windows to World Program became the joint responsibility of the Associate Vice President for Academic Affairs and the Director of the English Language Institute at that time.

In concert with their reflective essays, the 2014 and 2015 cohorts took two surveys: the Global Perspectives Inventory (GPI), a national survey currently based at Iowa State University, and the Global Participation Inventory, a homegrown survey. Both these surveys were meant to be retaken by students who completed the program as part of their capstone experience, which also included another reflective essay. Before the first cohort of students completed their event requirements and proceeded to their capstone experience, it was decided to eliminate the homegrown survey since it was judged to be redundant. The primary data this instrument provided on whether students intended to engage in study abroad programs and the extent to which they engaged in cross-cultural interactions can be obtained from items on the National Survey of Student Engagement.

The Impact of the Windows to the World Program

The data on GSW students’ intercultural perspectives are encouraging. For instance, considerably fewer students who have completed Windows to the World event requirement agree or strongly with the statement “some people have culture and others do not” on the GPI than students who took the survey in UNIV 1000. Similarly, considerably fewer students who completed the GPI as part of the capstone experience agreed or strongly agreed with the statements “in different setting what is right and wrong is simple to determine” and “I rarely question what I have been taught about the world around me” than students who took the survey in UNIV 1000.
## Cognitive Knowing Scale

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>National Mean</th>
<th>National Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I notice cultural differences, my culture tends to have the better approach. (R)</td>
<td>247</td>
<td>5</td>
<td>30</td>
<td>111</td>
<td>63</td>
<td>38</td>
<td>3.12</td>
<td>0.54</td>
<td>3.39</td>
<td>0.51</td>
</tr>
<tr>
<td>Some people have culture and others do not.</td>
<td>245</td>
<td>41</td>
<td>67</td>
<td>62</td>
<td>41</td>
<td>34</td>
<td>3.16</td>
<td>1.28</td>
<td>3.53</td>
<td>1.13</td>
</tr>
<tr>
<td>In different setting what is right and wrong is simple to determine. (R)</td>
<td>246</td>
<td>8</td>
<td>30</td>
<td>50</td>
<td>86</td>
<td>72</td>
<td>2.25</td>
<td>1.10</td>
<td>2.75</td>
<td>1.09</td>
</tr>
<tr>
<td>I take into account different perspectives before drawing conclusions about the world around me.</td>
<td>244</td>
<td>0</td>
<td>10</td>
<td>38</td>
<td>131</td>
<td>65</td>
<td>4.03</td>
<td>0.77</td>
<td>4.01</td>
<td>0.71</td>
</tr>
<tr>
<td>I consider different cultural perspectives when evaluating global problems.</td>
<td>245</td>
<td>2</td>
<td>7</td>
<td>73</td>
<td>104</td>
<td>59</td>
<td>3.86</td>
<td>0.84</td>
<td>3.77</td>
<td>0.79</td>
</tr>
<tr>
<td>I rely primarily on authorities to determine what is true in the world. (R)</td>
<td>245</td>
<td>20</td>
<td>72</td>
<td>91</td>
<td>32</td>
<td>30</td>
<td>3.08</td>
<td>1.11</td>
<td>3.38</td>
<td>0.99</td>
</tr>
<tr>
<td>I rarely question what I have been taught about the world around me. (R)</td>
<td>244</td>
<td>24</td>
<td>58</td>
<td>72</td>
<td>60</td>
<td>30</td>
<td>2.94</td>
<td>1.17</td>
<td>3.41</td>
<td>1.05</td>
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</tbody>
</table>

Note: (R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective. Percentages may not equal 100% because of rounding.
<table>
<thead>
<tr>
<th>Cognitive Knowing Scale</th>
<th>N</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>National Mean</th>
<th>National Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I notice cultural differences, my culture tends to have the better approach. (R)</td>
<td>167</td>
<td>11</td>
<td>26</td>
<td>60</td>
<td>43</td>
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<td>3.43</td>
<td>0.61</td>
<td>3.57</td>
<td>0.55</td>
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<tr>
<td>Some people have culture and others do not.</td>
<td>166</td>
<td>42</td>
<td>58</td>
<td>38</td>
<td>20</td>
<td>8</td>
<td>3.64</td>
<td>1.13</td>
<td>3.81</td>
<td>1.15</td>
</tr>
<tr>
<td>In different setting what is right and wrong is simple to determine. (R)</td>
<td>166</td>
<td>12</td>
<td>37</td>
<td>54</td>
<td>40</td>
<td>23</td>
<td>2.85</td>
<td>1.14</td>
<td>2.99</td>
<td>1.14</td>
</tr>
<tr>
<td>I take into account different perspectives before drawing conclusions about the world around me.</td>
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<td>1</td>
<td>4</td>
<td>20</td>
<td>88</td>
<td>54</td>
<td>4.14</td>
<td>0.76</td>
<td>4.14</td>
<td>0.69</td>
</tr>
<tr>
<td>I consider different cultural perspectives when evaluating global problems.</td>
<td>165</td>
<td>1</td>
<td>10</td>
<td>27</td>
<td>79</td>
<td>48</td>
<td>3.99</td>
<td>0.87</td>
<td>3.97</td>
<td>0.72</td>
</tr>
<tr>
<td>I rely primarily on authorities to determine what is true in the world. (R)</td>
<td>166</td>
<td>25</td>
<td>67</td>
<td>37</td>
<td>30</td>
<td>7</td>
<td>3.44</td>
<td>1.08</td>
<td>3.46</td>
<td>1.03</td>
</tr>
<tr>
<td>I rarely question what I have been taught about the world around me. (R)</td>
<td>168</td>
<td>28</td>
<td>53</td>
<td>34</td>
<td>42</td>
<td>11</td>
<td>3.27</td>
<td>1.20</td>
<td>3.59</td>
<td>1.07</td>
</tr>
</tbody>
</table>

Note: (R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective. Percentages may not equal 100% because of rounding.
The comparative data on UNIV 1000 reflective essays and those written in the Windows to the World Capstone are also encouraging. Both sets of essays are scored by teams of faculty using a rubric adapted from the AAC&U Value Rubric for Intercultural Knowledge and Competence. Four of the six elements of this Value rubric, Cultural Self-Awareness, Knowledge of Cultural Worldview Frameworks, Curiosity, and Openness, are used for these assessments because they align well with the learning outcomes of the Windows to the World program. Of the 131 essays from UNIV 1000 assessed during the summer of 2017, 1.1% scored at either the Capstone or the Milestone 2 level for Cultural Self-Awareness, 1.5% on Knowledge of Cultural Worldview Frameworks, 0.7% on Curiosity, and 0.4% on Openness. Admittedly, the results on these assessment were affected by the initiating experiences that the students in the first three cohorts had, because the results of the UNIV 1000 assessments improved for the 2017 and 2018 cohorts who were assessed during the summer of 2019. Of the 141 essays assessed during summer 2019, 15% scored at either the Capstone or the Milestone 2 level for Cultural Self-Awareness, 4.6% on Knowledge of Cultural Worldview Frameworks, 8.2% on Curiosity, and 16.5% on Openness. Far fewer capstone reflective essays were assessed in summer 2017 than UNIV 1000 essays simply because at that point only 33 students had completed the entire requirement. Of those 33, 82.1% scored at either the Capstone or the Milestone 2 level for Cultural Self-Awareness, 68.7% on Knowledge of Cultural Worldview Frameworks, 68.7% on Curiosity, and 71.8% on Openness. The large disparity between the UNIV 1000 group and the capstone group in summer 2017 probably results from the latter group being comprised largely of highly self-motivated students. This interpretation of the data supported by the data from the capstone group assessed in summer 2019, which included a large number of students who waited until their graduation semester to complete the Windows to the World Capstone. Of the 239 capstone essays that were assessed in summer 2019, 53.1% scored at either the Capstone or the Milestone 2 level for Cultural Self-Awareness, 38.9% on Knowledge of Cultural Worldview Frameworks, 44.7% on Curiosity, and 54% on Openness.
### UNIV 1000 Assessment 2017 (3 artifacts jointly assessed for norming and 128 assessed twice each)

<table>
<thead>
<tr>
<th>Element</th>
<th>Capstone</th>
<th>Milestone Two</th>
<th>Milestone One</th>
<th>Benchmark</th>
<th>Below Benchmark</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>122</td>
<td>124</td>
<td>259</td>
</tr>
<tr>
<td>Cultural Worldview Frameworks</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>66</td>
<td>180</td>
<td>259</td>
</tr>
<tr>
<td>Curiosity</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>93</td>
<td>155</td>
<td>259</td>
</tr>
<tr>
<td>Openness</td>
<td>0</td>
<td>1</td>
<td>8</td>
<td>73</td>
<td>177</td>
<td>259</td>
</tr>
</tbody>
</table>

### Capstone Assessment 2017 (2 artifacts jointly assessed for norming and 31 artifacts assessed twice each)

<table>
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<th>Milestone One</th>
<th>Benchmark</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness</td>
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<tr>
<td>Cultural Worldview Frameworks</td>
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<td>17</td>
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<tr>
<td>Curiosity</td>
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<td>14</td>
<td>6</td>
<td>0</td>
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<tr>
<td>Openness</td>
<td>22</td>
<td>26</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>64</td>
</tr>
</tbody>
</table>

### UNIV 1000 Assessment 2019 (3 artifacts jointly assessed for norming and 138 assessed twice each)

<table>
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<tr>
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<th>Milestone One</th>
<th>Benchmark</th>
<th>Below Benchmark</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness</td>
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<td>42</td>
<td>86</td>
<td>101</td>
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<td>279</td>
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<tr>
<td>Cultural Worldview Frameworks</td>
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<td>59</td>
<td>168</td>
<td>39</td>
<td>279</td>
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<tr>
<td>Curiosity</td>
<td>0</td>
<td>23</td>
<td>162</td>
<td>77</td>
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<td>279</td>
</tr>
<tr>
<td>Openness</td>
<td>1</td>
<td>45</td>
<td>91</td>
<td>122</td>
<td>19</td>
<td>279</td>
</tr>
</tbody>
</table>

### Capstone Assessment 2019 (4 artifacts jointly assessed for norming and 235 total artifacts assessed twice each)

<table>
<thead>
<tr>
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<th>Milestone One</th>
<th>Benchmark</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness</td>
<td>52</td>
<td>200</td>
<td>139</td>
<td>74</td>
<td>6</td>
<td>474</td>
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<td>137</td>
<td>183</td>
<td>91</td>
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<td>474</td>
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<tr>
<td>Curiosity</td>
<td>53</td>
<td>159</td>
<td>197</td>
<td>54</td>
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<td>474</td>
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<tr>
<td>Openness</td>
<td>76</td>
<td>180</td>
<td>160</td>
<td>48</td>
<td>10</td>
<td>474</td>
</tr>
</tbody>
</table>
Overall, the data suggest that GSW students acquire some level of intercultural competency during their time on campus. Anecdotal evidence from the capstone reflective essays suggests not only that the Windows to the World program has some influence, but also that interactions with international students and with faculty who were not born in the United States has some influence, as well. While the data do not suggest that the Windows to the World program is totally responsible for the progress that students make in intercultural competence during their time at GSW, the data do suggest that the program has had some positive influence. Therefore, our QEP has been successful in this sense.

GSW did not succeed in the secondary goal to increase participation in study abroad programs, because it is not clear that the tiny increase that was experienced in study abroad participation resulted from the Windows to the World Program. During the 14 semesters prior to the beginning of the Windows to the World Program, an average of 7 GSW students per semester participated in a study abroad program. During that period from spring term 2010 through summer term 2014, the number of GSW students participating varied from none to 22. During the 12 semesters from spring 2015 to summer 2018, an average of 9 GSW students per semester participated in a study abroad program. During the spring 2015 to summer 2018 period, the number of GSW students participating per semester varied from none to 25. The numbers on participation remain so small that it must be concluded any increases in intercultural competence that GSW students experienced did not translate into the willingness or the financial ability to participate in study abroad programs.
Lessons Learned and the Future of the Windows to the World Program

During the five years of the Windows to the World Program as GSW’s Quality Enhancement Plan, we collected survey data from students after every program event. These data overwhelmingly showed that participants preferred either hands-on events or student led events to more traditional lecture events. Among the more popular Windows to the World events were the World Café, discussed above, and a Lunar New Year event in which students and faculty members from Asian countries where Lunar New Year is celebrated shared both childhood experiences of the celebration and favorite New Year dishes, some of which even bring good luck. The other lesson that dawned on us slowly is that international and intercultural are not synonyms. In an increasingly diverse and fractious United States, one does not have to travel across oceans to experience intercultural realities and views. One need only travel about 35 miles from Americus to the Stewart Detention Center, the largest immigration detention center in the United States. There a student can experience the reality of what it means to be an Illegal Immigrant by visiting with detainees.

The success of the Windows to the World Program and the two lessons discussed above have informed the decision to continue the Windows to the World Program in a modified format. Beginning in fall 2019, incoming first-time full-time cohorts will continue to be required to attend six Windows to
the World events, but the initiating and capstone experiences have been modified. In addition, the program has been refocused, perhaps more broadly depending upon how you look at it, to include study and travel away experiences alongside study and travel abroad experiences as equally intercultural. This past fall, Windows to the World events included one in which students who studied in Madrid during summer 2019 shared their experiences, one that pondered the Question “What is Citizenship?,” and one in which students viewed and discussed the film The Rape of Recy Taylor. GSW looks forward to continuing to nurture the cultural competence of its students through the Windows to the World program for many cohorts to come.