

Section 1: ABSTRACT

Describe the proposed change, the location, the projected date of implementation and factors affecting the final date, and the organizational structure of the current institution. The date of implementation listed in the prospectus shall be the official effective date of change approved by the Commission on Colleges' Board of Trustees. This date should take into consideration the proposed date of approval by the Commission's Board, the date of approval by the institution's governing board, and U.S. Department Education reporting timelines affecting Title IV funding. The date may not exceed 30 days beyond approval by SACSCOC Board of Trustees.

This Substantive Change Prospectus seeks review and approval by the Southern Association of Colleges and Schools Commission on College's (SACSCOC) Board of Trustees at their annual meeting on December 8-11, 2012, for the consolidation of South Georgia College (Level II) and Waycross College (Level I) into South Georgia State College (Level II) on the official effective date of January 8, 2013.

Pending SACSCOC approval for the proposed consolidation, the Board of Regents (BOR) for the University System of Georgia (USG) will vote on January 8, 2013, to issue its final approval to implement the consolidation effective immediately in accordance with SACSCOC policy. The BOR has already officially approved the consolidation on January 10, 2012 [1A], but left the effective date to be determined later once the necessary preparations and reviews were completed. The primary reason the consolidation is proposed for January rather than July 2013 is to avoid disruptive delays that could occur in the allocation of federal financial aid to the new institution. The July option would likely lead to federal financial aid not being available to students in August for Fall Semester 2013 registration. Such federal funding delays are less likely if the U.S. Department of Education and the consolidated institution have more time between January and August to process the paperwork required to shift accounts and allocate FY 2013-14 funds to the new institution in a timely manner. Every effort is being made to effect a smooth and positive transition for students throughout the institutional consolidation process, and the January effective date is one example.

Acting within its constitutional authority as the governing board, the Board of Regents of the University System of Georgia approved the consolidation of South Georgia College and Waycross College at its January 10, 2012, meeting. Georgia's weakened economic condition associated with the deep national recession that began in 2008 has resulted in substantial operating budget cutbacks and demands for improved efficiency in all state agencies, including the USG, over the last four years. Georgia's public technical college system completed a number of institutional consolidations in recent years to conserve resources and improve efficiency. In 2011, a new Chancellor of the USG and the BOR determined that institutional

consolidation was also necessary in the USG to achieve improved efficiencies and to redirect freed resources to the strengthening of instructional services in four specific regions of the state.

This proposed consolidation involves a public Level I institution and a public Level II institution, both accredited by SACSCOC. This consolidation is one of four pairs of USG institutions approved for consolidation by the BOR in January 2012. The BOR also authorized the Chancellor of the USG at that time to take necessary and prudent measures to ensure the consolidation of these institutions so as to improve their educational offerings and student success. Because this is a proposed consolidation of two USG institutions currently controlled by the same governing board, no changes in BOR membership, structure or policies are involved.

South Georgia College is located in Douglas, Georgia, with off-campus instructional sites in Valdosta and Americus. Its Fall 2012 headcount enrollment is 2,224. Waycross College is located at Waycross, Georgia, with an off-campus instructional site in Hinesville. Its Fall 2012 headcount enrollment is 839. South Georgia College was elevated to baccalaureate level in December 2011, and Waycross College is a two-year college. The main campus address for South Georgia State College will be 100 West College Park Drive, Douglas, GA 31533. For DOE purposes, the consolidated institution will use the existing institutional identification number of South Georgia College.

Constituent participation in the planning and implementation of the consolidation has been wide-ranging and highly representative of all who are affected. Following the BOR action, the Chancellor immediately appointed two senior administrators on his staff to coordinate system-level and institution-level planning and preparations for implementing the consolidation and securing necessary approvals from SACSCOC and the U.S. Department of Education. Those two system administrators immediately formed a USG Consolidation Working Group comprised of key system-level administrators from all functional areas of the University System Office (USO) who meet weekly to review consolidation issues and progress from the System perspective. The Chancellor also identified a lead president for this particular institutional consolidation, Dr. Virginia M. Carson of South Georgia College, and charged her with chairing a Campus Consolidation Working Group comprised of constituent representatives from both institutions and their communities to work through major issues of consolidation affecting the institution as a whole. Subsequently, technical-level working groups were also formed with representatives from both institutions in all functional areas of institutional operation to facilitate a successful and smooth transition to institutional consolidation in the areas of educational programs, support services, and essential operations.

Major accomplishments of readiness for consolidation that were achieved over the past eight months from January through September 2012 include:

- Notification of SACSCOC of the proposed Substantive Change involving institutional consolidation [1B], and the preparation of this Prospectus for review and approval by the Commission's Board in December 2012
- Notification of the U.S. Department of Education of the intended institutional consolidation, effective for DOE purposes in Summer 2012 between federal fiscal years for financial aid distributions
- Agreement of State Auditors to produce FY 2012 audit reports in October 2012 as required by SACSCOC for the consolidating institutions
- BOR approval of the consolidated institution's name: South Georgia State College [1C]
- BOR approval of the mission statement for the consolidated institution [1D]
- Chancellor's approval of the consolidated BOR-authorized list of educational programs and their instructional locations
- President's approval of an organizational structure for the consolidated institution
- Chancellor's identification of the recommended President for the consolidated institution
- President's approval for the filling of all administrative positions in the consolidated institution's organizational structure
- Chief Academic Affairs Officer's approval of the consolidated roster of full-time and part-time faculty
- Chief Business Officer's approval for the budgeting and staffing of the consolidated institution's support services personnel
- Preparation of a first-year budget for the consolidated institution that takes into account necessary fiscal separation of FY 2013 income and expenditures for the consolidating institutions through the end of the fiscal year on June 30, 2013 before a fully consolidated annual budget takes effect on July 1, 2013
- Completion of the required business plan for the consolidated institution
- Completion of the required Faculty Rosters for teaching assignments in Spring Semester 2013 following consolidation (pre-consolidation curriculum continuing since early registration for Spring occurs before the consolidation's implementation is approved)
- Curriculum consolidation at the course level for all overlapping educational programs including general education
- Completion of the inventory of library resources to support the consolidated institution
- Impact assessed of the consolidation on physical facilities and equipment
- Clarification of the consolidated institution's Institutional Effectiveness processes

In addition, a number of key consolidation initiatives were launched prior to submission of this Prospectus and are expected to be completed by the end of the calendar year or before the Substantive Change Committee visit, including:

- Implementation and publication of a consolidated faculty governance/curriculum approval processes
- Consolidation of the BANNER student records system and the PeopleSoft Financial Accounting system (for FY 2014)
- Preparations to implement early registration in April 2013 for Fall Semester classes in the newly consolidated curriculum, including advisement crosswalks from the former program requirements prior to consolidation to the consolidated program requirements effective Fall 2013
- Completion of the required Faculty Roster for the Committee visit linking faculty qualifications to projected teaching assignments in the consolidated curriculum effective Fall 2013
- Online publication of 2013-14 Catalog material on admission requirements, consolidated degree program requirements, and other pertinent policies and information needed to demonstrate compliance to the visiting Substantive Change Committee

Clearly, the many people involved in this initiative have done yeoman's work over the last eight months. They are confident that the major accomplishments listed above comprise a strong and sound foundation of readiness to implement the proposed institutional consolidation on January 9, 2013, and respectfully request approval to proceed.

Evidence

[1A] BOR January 2012 Minutes

[1B] President's Letter to SACSCOC Requesting Consolidation

[1C] BOR Press Release for New Name

[1D] BOR May 2012 Minutes

Section 2: BACKGROUND INFORMATION

Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals and provide evidence of the legal authority for the change (if authorization is required by the governing board or the state).

Nature of the Institutional Consolidation in the Context of Institutional Mission

Pending approval of the Commission on Colleges (COC) Board of Trustees, effective January 9, 2013, South Georgia State College will be formed from the consolidation of two similar COC-accredited public colleges in the University System of Georgia, South Georgia College (SGC) and Waycross College (WC). The mission of South Georgia State College is to be a student-centered institution offering high-quality associate and select baccalaureate degree programs and providing innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment. South Georgia State College will be a Level II public 4-year college in the University System of Georgia (USG) with campuses in Douglas and Waycross and off-campus instructional sites in Valdosta, Americus, and Hinesville. The consolidated educational programs of South Georgia State College will include a Bachelor's of Science in Nursing degree and three associate's degrees, Associate of Arts, Associate of Science, and Associate of Science in Nursing degree. The primary service area for the new institution will be the combined territories in the Southeast Georgia region that were previously served by SGC with its main campus in Douglas and WC with its main campus in Waycross (which is about 37 miles southeast of SGC). South Georgia State College's student body of approximately 3,000 students will be comprised of early enrollment students and traditional and non-traditional residential and commuter undergraduates from rural environments. Admission to South Georgia State College will follow the minimum standards established by the University System of Georgia and policies of the institution. Regular admission is based on students possessing a 2.0 academic core GPA and zero college preparatory deficiencies or a 2.2 GPA with college preparatory deficiencies, or passing GED scores.

It is important to note that no substantive reduction is expected as a result of this consolidation in the types and delivery locations of existing degree programs or the quality of support services currently provided to students by the partner institutions being consolidated. There is an expectation that the institutional consolidation will facilitate the offering of expanded educational opportunities at some of South Georgia State College's different locations in the near future. Furthermore, once the processes have been completed for fully consolidating the operations of the two partner institutions, greater efficiencies are expected over time in the amount of administrative overhead required to support South Georgia State College's educational and service mission. Any cost savings realized as a function of the administrative

consolidation are expected to be redirected within the new institution to expand and improve South Georgia State College's educational and service delivery in the region.

The similar and complementary missions of SGC and WC will continue to be reflected in South Georgia State College's mission of providing high-quality educational programs to the Southeast Georgia region.

Table 1: SGC and WC Institutional Mission Statements

Institutional Mission Statements	
South Georgia College	Waycross College
South Georgia College is a four-year residential institution that serves the educational, social, and economic development of the region by providing accessible, high quality, student-centered associate degrees and a limited number of baccalaureate degree programs. Through close collaboration with faculty and staff, students are engaged in educational opportunities that empower them for success in a sustainable global society. South Georgia College prepares students to think critically, communicate proficiently, and act responsibly as civic-minded, environmentally conscious citizens.	<p>As a unit of the university System of Georgia, Waycross College is a student-centered institution of higher education committed to instructional excellence. The college provides accessible, affordable, high quality educational opportunities for all southeast Georgians in a diverse and dynamic campus environment through a comprehensive range of programs and services:</p> <ul style="list-style-type: none"> • Associate degrees that prepare students for careers and transfer • Partnerships and collaborative programs with other institutions • *Certificate and career preparation programs • Educational support services • Lifelong learning educational programs • Public service

*Waycross College has terminated its certificate and career preparation programs.

The geographical service areas of the two institutions overlap one another substantially. Although the two institutions evolved from different historical roots, both institutions' current degree program tracks either overlap one another or complement one another to a great degree. SGC and WC share 12 out of 27 Associate of Arts and Associate of Science transfer degree programs. The demographic make-up of both student bodies also has much in common. Key similarities and differences between the partner institutions in this consolidation can be seen in the following descriptions of SGC and WC.

South Georgia College was founded in 1906 in Douglas, Georgia, as the Eleventh District Agriculture and Mechanical School and currently sits on 190 acres in rural southeast Georgia. In 1927, South Georgia College became the first state-supported two-year college in Georgia and

four years later emerged as one of the original institutions of the University System of Georgia. South Georgia's students come from 115 Georgia counties, 11 other states and 17 countries. One in 10 students is from the metro Atlanta region. About 71% are full-time and approximately 30% are residential. The average student is 22 years old, and 60% are women. Total enrollment at SGC has grown substantially over the past five years. Most students pursue associate degrees (A.A. or A.S.) in 23 core curriculum tracks intended to transfer to four-year institutions and an A.S.N. (in Nursing). Nursing, Education and Business are the top programs of study for the institution's students. Two new Core Curriculum tracks were approved in FY 2012 – Logistics and Health and Human Performance. In addition, the Georgia Board of Regents granted approval for a mission change and limited baccalaureate degrees to be granted; the first is a Bachelor of Science in Nursing (B.S.N.) that began Fall Semester 2012. In 2011, SGC blended its historic architecture with modern style when a renovated and enhanced dining facility opened. The 292-seat facility was built in 1927 as the original cafeteria. The newest campus development came when fully renovated Engram Hall opened in Fall Semester 2012; it is a one-stop student success center that includes the College bookstore and all functions within Enrollment Management. South Georgia College has three off-campus instructional sites: a satellite Nursing program located on the campus of Waycross College, and two Entry Programs located on the campuses of Valdosta State University (VSU) and Georgia Southwestern State University (GSW). The South Georgia College Entry Programs are university entry programs that allow students to complete developmental studies and college preparatory curriculum deficiencies on the campus of the host institutions, VSU or GSW, through SGC. When students earn 30 credit hours of college core curriculum and maintain a 2.0 GPA, they enter the host institution as a sophomore.

The establishment of a University System junior college in the Ware County-Waycross area was originally approved by the Board of Regents (BOR) in December 1970. The execution of a contract between the Regents and the Board of Commissioners of Ware County for the development of the College was authorized by the Regents in July 1973. An official name, Waycross Junior College, was approved by the Board of Regents in January 1975, and the College opened with its first class in September 1976. It was accredited by the Southern Association of Colleges and Schools Commission on Colleges in December 1978. The most recent SACSCOC reaffirmation was December 2003. Waycross Junior College's name was changed to Waycross College on June 25, 1987. Waycross College's students come from 34 Georgia counties, 2 other states and 1 foreign country. About 45% are full-time. The average student is 25 years old, and 69% are women. Waycross College is a commuter college that does not have residential options. Total enrollment at WC has been fluctuating up and down over the past five years. The Educational Building was completed in 1984. A physics/electronics classroom and laboratory was added to this building in 1996. Also in 1996 the Board of Regents approved construction of a Student Services Building and an addition to the Physical Education Building (a \$4.6 million project). Construction was completed in Spring Semester 2000. The

James M. Dye Student Services Building was named in November, 2002, and dedicated on October 6, 2003. Waycross College has an off-campus instructional site, the Liberty Center, located in Hinesville, Georgia.

Purpose of the Institutional Consolidation in the Context of the Governing Board's and South Georgia State College's Mission

South Georgia State College's governing board is the Board of Regents of the University System of Georgia. Thirty-five public two-year and four-year colleges and universities comprise the USG and are governed by the BOR. The consolidation of SGC and WC was approved by the governing board, consistent with its mission and constitutional authority and with the consolidation principles the BOR had adopted to help guide potential institutional consolidations. Excerpts from the current *Vision, Mission and Goals Statement* for the BOR and the USG that are particularly pertinent to the purpose of this consolidation include:

- “The University System of Georgia will create a more educated Georgia...” (Vision Statement)
- “The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing [its] resources...to bear on the economic development of the State and the continuing education of its citizens.” (Mission Statement)
- “Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions...to expand and enhance programs and services available to the citizens of Georgia.” (Mission Statement)
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 1. Renew excellence in undergraduate education to meet 21st century student needs.” (Goals Statement)
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 6. Increase efficiency, working as a System.” (Goals Statement)

Consistent with those strategic directions, the new Chancellor of the USG announced in September 2011 that institutional consolidations would be considered. In November 2011, the Board of Regents approved a set of principles to guide their assessments of and decisions about potential consolidations of USG member institutions and to determine if any campus consolidations would further the USG's teaching, research and service missions in a more fiscally and academically prudent way. At that time, Chancellor Huckaby said, “We [the USG member institutions] need to be organized in ways that truly foster service to our students in the most effective way and that ensure our faculty are properly deployed and supported.” (*System*

Supplement, 11/30/11). Those principles guided the Chancellor's subsequent recommendations for consolidation and the BOR's decision in January 2012 to consolidate SGC and WC. Those consolidation principles include:

- Increase opportunities to raise education attainment levels.
- Improve accessibility, regional identity, and compatibility.
- Avoid duplication of academic programs while optimizing access to instruction.
- Create significant potential for economies of scale and scope.
- Enhance regional economic development.
- Streamline administrative services while maintaining or improving service level and quality.

The Chancellor's presentation to the BOR in January 2012 on Recommended Consolidations described the objective of the initiative this way:

"The University System of Georgia is preparing students for the 21st century economy and citizenship. Today, the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The purpose of campus consolidation is to increase the system's overall effectiveness in creating a more educated Georgia."

Based on its mission and its analysis using its consolidation principles, the USG Board of Regents approved the consolidation of South Georgia College and Waycross College at its January 10, 2012, meeting [2A]. On August 7, 2012, the BOR approved the name for the new institution [2B], South Georgia State College, and the following mission statement on May 8, 2012 [2C]:

South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

This new mission reflects a consolidation of the similar missions of the two previous institutions that emphasized providing quality education to serve the educational needs of students and the community. By improving the efficiency of delivery through restructuring, South Georgia State College will be able to leverage the educational resources of the previous institutions to increase access and quality program availability for early enrollment students, and traditional and non-traditional residential and commuter students from rural environments. These measures will also

raise educational levels and enhance economic development throughout Southeast Georgia, contributing to the USG Vision of Creating a More Educated Georgia.

Legal Authority for Institutional Consolidation

The legal authority to consolidate South Georgia College and Waycross College to create South Georgia State College is vested with the Board of Regents through the Constitution of the State of Georgia [2D] and by acts of the General Assembly. This authority is stated in The Official Code of Georgia Annotated (OCGA), Section 20-3-31.

The board of regents shall have power:

- To make such reasonable rules and regulations as are necessary for the performance of its duties;
- To elect or appoint professors, educators, stewards, or any other officers necessary for all of the schools in the university system, as may be authorized by the General Assembly; to discontinue or remove them as the good of the system or any of its schools or institutions or stations may require; and to fix their compensations;
- To establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired; and
- To exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state.

In addition, Article I, Section 2 of the BOR Bylaws clearly articulates the authority of the Board over its member institutions. The Charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

- Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the “Board of Regents of the University System of Georgia.” The name of the corporation heretofore established and existing under the name and style, “Trustees of the University of Georgia” be and the same is hereby changed to “Regents of the University System of Georgia.”
- The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

Acting within its constitutional authority as the governing board, the Board of Regents of the University System of Georgia approved the consolidation of South Georgia College and Waycross College at its January 10, 2012, meeting and charged the USG Chancellor to oversee the necessary preparations for implementation. The Board of Regents as currently configured will continue to be the governing board of the new consolidated institution, South Georgia State College.

As will be documented in Section 3, although the Board of Regents exercised its authority to consolidate SGC and WC, the governing board also delegated substantial responsibility and authority to the Chancellor and his staff, who in turn charged the institutions' presidents, faculty, staff and administrators, to devise and take appropriate actions to implement this institutional consolidation in a manner consistent with the Board's intent and the best interests of the citizens of Georgia. Most of the descriptions of the substantive changes that have been made in preparation for the consolidation forming South Georgia State College have emerged from collaborations among System and campus governance processes and the authorities delegated to the individuals involved in them with the approvals of the governing board where needed.

Evidence

[2A] BOR January 2012 Minutes

[2B] BOR Press Release for New Name

[2C] BOR May 2012 Minutes

[2D] Constitution of the State of Georgia, Article VIII, Section IV-Board of Regents

Section 3: ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the change, where appropriate.

Rationale for Institutional Consolidations in the University System of Georgia

The confluence of four major developments led the University System of Georgia's (USG) new Chancellor and its Board of Regents (BOR) to conclude early in the fall of 2011 that they needed to give serious consideration to the consolidation of some of the USG member institutions. Chief among those four factors was the deep 2008 national recession's continuing negative impact on Georgia's economy and the resulting sustained loss of state appropriation funding for the USG and its member institutions. Another involved the Georgia Governor's and Legislature's repeated calls annually for more cost-efficient operations within all state agencies, including the technical college system and the USG, which had been compounded by the state and federal government's calls for slowing and restricting college tuition increases. A third was continued significant growth in public demand for higher education opportunities and services throughout the State as the Regents had projected and were mission-bound to support. The fourth was the emergence in 2009 of a corporate foundation-funded Complete College America initiative to improve post-secondary degree completion and educational attainment levels in the nation's workforce for meeting projected employment demands in 2020 and maintaining global competitiveness, which spawned the Complete College Georgia initiative in 2011.

In short, there were ever-increasing public demands for expanded and increased higher education opportunities in Georgia and, at the same time, reductions and constrictions in state funding available to support those programs and services. Pressures to do more with less had become a common refrain, with no relief in sight in the near future. The Chancellor and Regents concluded that business as usual in the USG was not sustainable in the long run and had to change if the BOR's vision, mission and goals were to be realized.

Institutional consolidation represented one strategic solution to meeting some of those challenges, especially if it would lead to the reallocation and reinvestment of administrative cost-savings into strengthening and expanding educational services in areas of state need that might otherwise not be funded. Several years earlier, cost-efficient institutional consolidations had been successfully accomplished in Georgia's technical college system. With so many colleges and universities in the USG (i.e., 35), a number of which are relatively small and operating in close proximity to others with similar or complementary educational programs, institutional consolidation emerged as a logical and reasonable course of action for the Regents to pursue under the circumstances. Consistent with the mission and goals of the USG as outlined in the

previous section of this report, the Regents' recent decisions to consolidate eight member institutions into four institutions are intended to: (a) increase institutional and, therefore, System efficiency through economies of scale, reductions in duplicative programs and streamlined administrative services (USG Goal 6); (b) leverage the existing resources of partner System institutions to expand and enhance their collective programs and services to the citizens of Georgia in the future (USG Mission excerpt); (c) combine complementary institutional strengths to enhance regional economic development and undergraduate education to meet the needs of 21st century students (USG Mission excerpt and USG Goal 1); and (d) create a more educated Georgia by raising educational attainment levels (USG Vision excerpt and Complete College Georgia).

Assessed Potential for SGC's and WC's Consolidation

Chancellor Huckaby and his entire staff, but principally Shelley Nickel, Associate Vice Chancellor for Planning & Implementation, and Steve Wrigley, Executive Vice Chancellor, in consultation with the BOR's Special Consolidation Committee composed of Regents Larry Walker, Phillip Wilheit, and Kessel Stelling, used the Board's principles of consolidation and System data to systematically assess the profiles of potential candidates for institutional consolidation. Four pairings of institutions for consolidation were subsequently identified and recommended for the governing board's approval. The consolidation partner institutions are operating in four different regions of the State (i.e., southern, middle, northern and eastern regions of Georgia) and involve all categories of USG institutions (i.e., two-year colleges, four-year state colleges, state universities and research universities). The SGC/WC consolidation involved a four-year state college and a two-year college, in relatively close proximity to one another, and serving the Southeast Georgia region with similar and complementary institutional profiles.

Consolidation assessments yielded the following list of potential opportunities and challenges, both of which were considered in the BOR's consolidation decision [3A]:

Opportunities for the SGC/WC Consolidation

- Creates an institution of over 3,000 students by combining the two smallest USG institutions, enabling economies of scale while maintaining college access for South Georgia students.
- Aligns two institutions with very similar missions and program offerings in the region.
- Increases opportunities to hire for key needs. Through economies of scale, there is the capacity for needed higher education enterprise professionals with appropriate expertise and experience levels.
- Builds on existing collaboration between the two institutions.

- Combines resources to enhance responsiveness to regional economic and community development needs.
- SGC is already the 2nd most popular transfer destination for Waycross college students – being part of the same institution streamlines this process for students. Availability of SGC residential facilities will further support future student needs.

Challenges for SGC/WC Consolidation

- Blending of institutional cultures.

Evidence of the Consolidation's Inclusion in the Governing Board's Ongoing Planning and Evaluation Processes

Institutional planning and evaluation processes typically include appropriate involvement of the institution's governing board as well as its administrators, faculty, staff, students and community stakeholders. Consequently, this response will focus first on the evidence that the SGC/WC consolidation is an integral part of the Board of Regents' ongoing planning and evaluation processes for the USG and its member institutions. Next, it will shift to the evidence of broad-based involvement in the ongoing planning and evaluation processes at the level of the Chancellor's System administration. Following that, it will focus on the planning and evaluation processes of the consolidating partner institutions as they prepare to officially become South Georgia State College in January 2013.

As should be evident from the preceding text for Section 3, the governing board's decision to pursue institutional consolidations and approve such for SGC and WC in particular, was inextricably connected to the BOR's current vision, mission and strategic goals for the USG and its member institutions. Examples of good alignment of BOR actions on consolidation with the accomplishment of its mission and responsibilities are outlined above. As also indicated above, the Board's actions were heavily influenced by long-term and ongoing environmental scanning of past, current and prospective economic and governmental conditions as well as state-level and national concerns about key issues such as degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental expenditures, and increased governmental efficiency. As the evidence above also shows, consolidation followed the Board's common practice of establishing principles and guidelines for planning major System reforms and using those principles in considering systematic quantitative and qualitative analysis of System data to inform and support subsequent BOR decision making concerning those changes. The establishment of a Special Consolidation Committee of the Board to oversee and participate in the advancement of this new initiative and advise the Board in its related decision making was also in evidence of Regent involvement in ongoing planning and evaluation processes in accordance with the Bylaws of the BOR (Section V.1). Finally, and consistent with the division of responsibilities between the BOR, the USG

Chancellor and institutional presidents as outlined in the BOR Bylaws (Section V.1, Section IV.7, and Section VI), the BOR delegated responsibility to the Chancellor and the affected presidents to lead and manage the process of implementing the consolidation. Consolidation developments requiring BOR action and approval would of course be addressed as needed by the governing board.

Evidence of the Consolidation's Inclusion in Ongoing Planning and Evaluation Processes of the USG System Administration

In addition to documenting the Board's decision to consolidate South Georgia College and Waycross College, the minutes of the BOR meeting on January 10, 2012, show that the Board also authorized the Chancellor "to take those measures which the Chancellor deems necessary and prudent to give effect to the Board's determination that these institutions be consolidated so as to enhance and improve educational offerings and student success." The Chancellor immediately took action to incorporate consolidation preparations into the ongoing planning and evaluation processes of the USG System Office and their counterpart processes at the institutional level for the eight affected institutions.

Chief among those actions were the identification of a "Lead President" for each of the four expected institutional consolidations and the assignments of Shelley Nickel, Associate Vice Chancellor for Planning and Implementation, and Steve Wrigley, Executive Vice Chancellor, to co-lead the institutional consolidation coordination efforts of System Office administrators in support of the presidents and administrative counterparts at the institutional level. The USO (University System Office) Consolidation Implementation Team was subsequently formed and is comprised of all lead functional area System administrators and other key USO individuals, led by Shelly Nickel. That working group meets weekly to review consolidation preparation progress and make plans for resolving consolidation problems and issues that require System-level attention. The existence of that group and the substance of their weekly agendas ensure that the consolidation initiative is deeply woven into the ongoing, day-to-day planning and evaluation processes of the USG System administration.

Evidence of some of the more notable achievements of the USO Consolidation Working Group to facilitate implementation of the institutional consolidations include:

- Employment of an experienced SACCOCs peer evaluator and accreditation consultant from the institutional administrative ranks in the USG to advise and assist the USO and the four pairs of consolidating institutions on how to navigate successfully the Commission's Substantive Change approval processes for institutional consolidations from the Prospectus through the Committee visit.
- Negotiation with the State auditors to prepare the required FY 2012 audit materials earlier than usual for an October 2012 submission of consolidation Prospectuses.

- Contacts with the U.S. Department of Education in Washington, D.C. for direction and advice about the seamless transfer of financial aid accounts to the newly consolidated institutions in the period between the DOE's financial aid fiscal years in summer 2013.
- Meeting and networking with administrators from Georgia's Technical College System for lessons learned and advice from their experiences with institutional consolidation several years ago.
- The creation and maintenance of a USO SharePoint website on Campus Consolidation for System and institutional postings of informative shared documents.
- Regular communication and status reporting with the lead presidents and their institutional working groups.
- Construction of a Consolidation Tracker spreadsheet for recording and reporting institutional progress on key tasks of consolidation preparations.
- Negotiations with the USG's SCT Banner and PeopleSoft ERP vendors for assistance in consolidating institutional student, financial and personnel databases on those systems.
- Coordinating institutional submissions and BOR approvals of mission statements and institutional names for the consolidated institutions.
- Coordinating FY 2013 institutional budget and presidential contract approvals to accommodate institutional consolidation midway through that fiscal year.
- Reviewing organizational structures and key administrative appointments for the consolidated intuitions.
- Tackling challenging consolidation issues such as different tuition rates and access standards at partner institutions.
- Coordinating final BOR approvals as needed to implement approved consolidations.

On the same day that the BOR approved the institutional consolidations, the Chancellor contacted the affected institutional presidents and requested them to nominate a group of individuals who the Chancellor would consider naming to a Campus Consolidation Working Group that the lead president would chair. He requested a representative group of nominees from the various campus constituencies including students, faculty, staff, administration, alumni, foundation and the local community. The expressed purpose of that campus-wide Consolidation Working Group was "to provide guidance to the consolidation" and "to help work through the various issues we will need to address in the coming months."

In Shelley Nickel's January 25, 2012, emails sent on behalf of the Chancellor, Chancellor Huckaby invited nominees to serve on each of the four campus consolidation working groups. That email described the groups' purpose as follows: "These teams will discuss the larger issues related to the successful blending of these two institutions. I expect these teams to work at a high level, building consensus, as they resolve issues resulting from the consolidation. Some issues will likely lead to policy changes, which will be brought to the Board of Regents.

Additionally, technical issues like merging computer systems on campus will be done by staff working groups." Further direction about the work of the teams and timelines for decision making was to be given at the February 6, 2012, orientation for all four teams in the USG Board Room in Atlanta.

The Campus Consolidation Working Groups agenda on February 6, 2012, included remarks and additional directions for the four working groups from BOR Chairman Ben Tarbutton, Chancellor Huckaby, Steve Wrigley, Shelley Nickel, and others on the USO staff. Chairman Tarbutton asserted that the Regents had approved these consolidations because they believed they were the right thing to do for the best interests of students, communities and the institutions. He added that the Regents were relying on the campus consolidation working groups "to help make this transition as smooth as possible." Chancellor Huckaby reinforced that point by saying that students should experience no disruption in their studies, financial aid or other student services during the consolidation. He also stressed the importance of realizing cost savings in administrative overhead as well as savings associated with larger institutional economies of scale following consolidation. However, the Chancellor also reassured the groups that realized institutional savings would be kept and invested into the consolidated institution to help it expand and improve educational services and opportunities to better address state needs. Executive Vice Chancellor Steve Wrigley reinforced the role of the campus consolidation working groups as "issues teams" concerned with "the big picture" and the mission of the "new institution." They would be advisory committees and not policy makers. And they would not have to worry about procedural or functional matters of the consolidation--those tasks would fall to working groups of faculty, staff and administrators instead. Associate Vice Chancellor for Planning & Implementation Shelley Nickel reviewed the membership of the parallel University System Office Consolidation Implementation Team and how their work at the system level of operation would complement and support the working groups at the institutional level.

Evidence of the Consolidation's Inclusion in Ongoing Planning and Evaluation Processes at the Institutional Level

Following the BOR's decision to consolidate SGC and WC, the two Presidents of the consolidating partner institutions conducted a series of informal meetings in January to establish interpersonal relationships and tour all of the campuses involved in the consolidation. Institutional level working groups were established for administration, academic affairs, student services, fiscal affairs, information technology, external affairs, and facilities to implement the consolidation. The chairs of the Working Groups were the WC Interim President, SGC Vice President for Academic Affairs, SGC Vice President for Student Success, WC Chief Business Officer, WC Director of Computer Services, SGC Director of Community and Foundation Relations, and WC Director of Physical Plant. Dr. Virginia Carson, SGC President and lead President for the consolidated institution, met individually with Working Group Chairs to deliver

the charge to partner with their Working Group committee members that consist of staff from both institutions to evaluate their areas of responsibility and create institutional plans to implement the consolidation process. Under each Working Group, an extensive array of sub-working group committees has been established to complete consolidation tasks at the operational and technical levels of the organization's planning and evaluation processes. A complete listing of all joint working group committees and their membership, including position titles and partner institution affiliation, is provided [3B].

On February 20, 2012, lead president, Dr. Virginia Carson, charged the SGC/WC Campus Consolidation Working Group [3C] with assisting the two colleges in creating "a consolidated institution serving southeast Georgia (and beyond)." The advisory committee agreed to address the following high-level consolidation issues in subsequent meetings. The goals and objectives for the Campus Consolidation Working Group are:

- Consider students first
- Keep enrollment stable
- Protect instruction
- Preserve employment to extent possible
- Keep college moving forward and meeting the strategic plan

To date, the SGC/WC Campus Consolidation Working Group has made recommendations regarding the new institutional mission, name, image, marketing, and areas of emphasis.

Involvement of Faculty and Other Groups in the Review and Approval of Consolidated Programs and Services

Faculty and staff have been appropriately and extensively involved in the consolidation review and approval processes at many levels. As the consolidation committee and working group membership listings in the appendix indicate, faculty are represented at the highest level on the institutional transitional team, in virtually all of the joint academic working groups, and in many other joint working groups, especially those focused on student support services. As would be expected, support staff and administrator representation are especially prominent in the joint working groups on administrative support services.

Consolidated faculty governance processes are currently being developed by a joint faculty governance committee between the consolidating institutions. The new faculty governance structure will be established by the end of the Fall 2012 Semester and will be responsible for all curricular changes for South Georgia State College effective January of 2013. A detailed description of the faculty governance process for South Georgia State College will be provided in the documentation template for the Substantive Change Committee visit.

Existing faculty governance processes at the two partner institutions have reviewed and approved curricular changes associated with the consolidation of educational degree programs and the core curriculum along with related changes. Faculty review of the core curriculum and approvals of South Georgia State College's consolidated authorized list of degree programs and general education student learning outcomes were completed on August 23, 2012. Course-level consolidations were reviewed and approved by August 23, 2012, in preparation for early registration in the consolidated curriculum for Fall Semester 2013 and the Substantive Change Committee visit.

The creation and approval of the new mission and name are examples of the integrated review and approval process the partner institutions are utilizing for consolidation. Initial work on the mission began with the subcommittee on new mission statement which created a draft of the proposed institutional mission. This draft was presented to the institutional governance group at each institution for consideration. After review, editing, and final approval by each group, the mission statement was sent to the SGC/WC Campus Consolidation Working Group for review. President Carson subsequently recommended to the Chancellor that the mission statement be presented to the BOR at their May meeting. The BOR approved the new mission on May 8, 2012 [3D].

The name, South Georgia State College, was approved on August 7, 2012 [3E]. Faculty, staff, student, administrator, foundation and community member representation was involved in this particularly vital and high-level set of consolidation tasks.

Some examples of the areas where institutional planning and evaluation processes have led to completion of critical consolidation tasks for the new institution include: institutional name and mission, institutional organizational structure, duplicate program curriculum alignment, consolidated faculty roster for Spring Semester 2013, first-year budget, business plan, inventory of library resources, admissions standards, student tuition and fees, and financial aid. Planning and evaluation processes remain ongoing, more detailed results of their achievements will be presented in the documentation template for the Substantive Change Committee visit. Clearly, institutional consolidation has been a huge undertaking at the partner institutions and is deeply woven into the ongoing planning and evaluation processes at the institutional and unit levels.

Evidence

[3A] USG Presentation on Recommended Consolidations

[3B] Consolidation Working Group Committees

[3C] SGC/WC Campus Consolidation Working Group

[3D] BOR May 2012 Minutes

[3E] BOR Press Release for New Name

Section 4. DESCRIPTION OF CHANGE

Provide a description of the proposed change, including any change in degree-granting authority. Provide an organizational chart for the proposed change. Describe the current governing board and the new governing board, listing the rosters for both. The roster should provide titles, board members' occupations and affiliations as well as current term. Describe the current and proposed authority of the Board and address committees of the Board. Explain the role of current owners/board members in the proposed change. Provide the current and proposed conflict of interest and board dismissal statements. Describe any differences in administrative oversight of programs or services.

Description of the Proposed Change

The proposed change consists of the institutional consolidation of Level II South Georgia College (Douglas, GA) and Level I Waycross College (Waycross, GA) in the Southeast Georgia region to create Level II South Georgia State College. South Georgia College currently maintains a campus in Douglas, Georgia, and off-campus instructional sites in Valdosta and Americus, Georgia. Waycross College has a campus in Waycross, Georgia, and an off-campus instructional site in Hinesville, Georgia. The two main campuses of the partner institutions are in reasonably close proximity to one another, involving a driving time of 40 minutes. The main campus of the consolidated institution will be at the current campus location of South Georgia College in Douglas, and the satellite campus in Waycross, and all three off-campus instructional sites will be retained and operate with minimal changes in the first year of consolidation.

South Georgia College is presently authorized to grant associate's and baccalaureate degrees, and Waycross College is authorized to grant associate's degrees. For South Georgia State College, associate's and bachelor's degrees will continue to be offered and the consolidated mix of all existing educational programs will not change. More details on South Georgia State College's degree-granting authority are presented below.

Both partner institutions are units of the University System of Georgia and as such are governed by the same Board of Regents. No changes in the governing board's membership, bylaws, or policies are associated with this consolidation. Nevertheless, the requested information for the governing board is presented below.

The most obvious substantive change associated with the institutional consolidation results naturally from combining two independent institutions into one in terms of South Georgia State College's total enrollment, total operating budget, total number of faculty and staff, total inventory of facilities and physical assets, and total number of off-campus instructional sites as compared with their component institutional partners. The consolidation is not expected to result

in notable increases or decreases on any of these key dimensions once the partner institutions become one in January 2013. See the table below for those comparisons.

Table 2: Comparison of Key Dimensions of SGC and WC

Key Dimensions	SGC	WC
Total enrollment for Fall 2012	2,224	839
Total operating budget for FY13	\$26,924,161	\$9,409,472
Total number of full-time & part-time faculty and staff for Fall 2012	218	84
Total of inventory of facilities and physical assets for FY12	\$50,413,232	\$9,214,316
Total number of off-campus instructional sites for Fall 2012	2	1

Perhaps the most obvious substantive change resulting from consolidation involves the migration from the organizational structures and administrative staffing for two smaller institutions to an organizational chart for a new and larger institution, South Georgia State College. Selective staffing revisions for the larger organization's administrative structure go into effect in January 2013 following the effective date of consolidation. Any cost savings from the collapsing of two administrative positions into one in association with this organizational change are being reinvested in the new institution's operation and are not expected to be as large initially as they may become later once all institutional operations are fully consolidated over the next year or two. Organizational changes to the administrative oversight of South Georgia State College's programs and services are presented in greater detail below.

Changes in Degree-Granting Authority

As stated above, there will be no level change or change in the categories of degrees offered (i.e., bachelor's degree and associate's degrees) in association with this consolidation. The authorized degree programs for South Georgia State College are listed in the table below. South Georgia State College will offer one bachelor's degree program and three associate's degree programs. Since all USG institutions follow a common set of core curriculum components, consolidating the associate degree program core curricula does not entail much substantive change beyond a few course adjustments.

Table 3: Authorized Degree Programs for SGSC

South Georgia State College Degree	South Georgia State College Program Name	Originating College Prior to Consolidation	Changes Made for South Georgia State College Program
B.S.N.	RN to BSN	SGC	None
A.A.	Core Curriculum	SGC & WC	Consolidate curriculum
A.S.	Core Curriculum	SGC & WC	Consolidate curriculum
A.S.N.	Nursing	SGC	None

Organizational Chart for the Consolidated Institution

The organizational chart for South Georgia State College is presented on a supporting document [4A].

A comparison of the current organizational charts to the new chart for South Georgia State College reveals the following list of substantive changes:

- Parallel administrative positions that existed at each institution at the Executive Level have been collapsed for South Georgia State College into single positions with comparable titles.
- The Academic Affairs area prior to consolidation has a Vice President for Academic Affairs position and a Library Director position on each campus. Waycross College does not have academic divisions/departments; therefore, WC does not have Division Chairpersons. South Georgia College has a Division Chairperson for Business and Social Sciences, a Division Chairperson for Humanities, a Division Chairperson for Natural Sciences, Mathematics, and Physical Education, and a Dean of the School of Nursing. After consolidation there will be one Vice President for Academic Affairs, one Library Director position housed on the Douglas campus, a Division Chairperson for Business and Social Sciences, a Division Chairperson for Humanities, a Division Chairperson for Natural Sciences, Mathematics, and Physical Education, and a Dean of the School of Nursing.
- The Student Success area prior to consolidation has a Vice President for Student Success, a Director of Admissions and Records, a Director of Financial Aid, and a Director of Student Life on each campus. After consolidation, there will be one Vice President for Student Success, one Director of Admissions, one Registrar, one Director of Financial Aid, and one Director of Student Life position housed on the Douglas campus.
- The Fiscal Affairs area at South Georgia College prior to consolidation had a Vice President for Business Affairs, Director of Business Services, Accountant, Student Records Accountant, Payroll Clerk, Accounts Payable Clerk, Cashier and Assistant Cashier positions while Waycross College had a Chief Business Officer, Accounting Manager, Payroll Clerk, Accounts Payable Clerk and Cashier positions. After consolidation, there will be one Vice President for Fiscal Affairs, one Budget Manager, one Capital Assets Accountant, one Controller, one Payroll Specialist and one Accounts Payable Clerk. The Douglas Campus will have one Cashier and one Assistant Cashier while the Waycross Campus will have one Cashier. The Assistant Cashier on the Douglas Campus will also serve as the Postal Clerk, which is a part-time position.
- The Operations Affairs area prior to consolidation had two Directors of Human Resources, two Directors of Physical Plant, one Maintenance Manager, one Director of Public Safety, two Bookstore Managers, and two Bookstore Assistants. After consolidation there will be one Director of Human Resources, one Human Resource

Specialist, One Director of Public Safety, one Director of Facilities, one Director of Physical Plant who will be housed on the Douglas campus, one Bookstore Manager, one full-time Bookstore Assistant, and one part-time Bookstore Assistant.

- The External Affairs area prior to consolidation was called Office of Advancement at SGC with a Director of Community & Foundation Relations and Office of Development and Community Services at Waycross College, with a Director. Through consolidation, External Affairs now encompasses a Vice President for External Affairs on the Douglas campus and a Director of Development and Community Services on the Waycross campus.

Description of Governing Board for the Consolidated Institution

The governing board of South Georgia College and Waycross College is the Board of Regents (BOR) of the University System of Georgia (USG). The Board of Regents will also be the governing board of the consolidated institution, South Georgia State College. No substantive changes in the governing board's membership, bylaws or policies will occur as a function of this consolidation.

Article I, Subsection 3 of the Bylaws of the Board of Regents states that the Board consists of one member from each of thirteen congressional districts and five additional members from the state at large for a total of eighteen Board members. Additionally, the Constitution of the State of Georgia, Article VII, Section IV, Paragraph 1, and the Official Code of Georgia (OCGA 20-3-21) mandate this policy.

The names, titles, occupations, affiliations, and terms of the eighteen members of the Board of Regents are as follows:

Table 4: Board of Regents Roster

ROSTER OF THE BOARD OF REGENTS OF THE UNIVERSITY SYTEM OF GEORGIA				
Name	Title	Occupation	Affiliation	Term
Kenneth Bernard, Jr.	Chair USG Foundation, Inc.	Attorney	13 th Congressional District	2007-2014
Larry Ellis	Regent	CEO of ESSE	At-Large	2009-2016
Rutledge Griffin, Jr.	Regent	CEO of Griffin L.L.C.	1 th Congressional District	2011-2018
Robert Hatcher	Regent	CEO of MidCountry Financial Corporation	At-Large	2006-2013

Thomas Hopkins, Jr.	Regent	Physician	3 rd Congressional District	2010-2017
Mansfield Jennings, Jr.	Regent	Chairman of ComSouth Corporation	8 th Congressional District	2006-2013
James Jolly	Regent	Chairman of Board fo J&J Industries, Inc.	9 th Congressional District	2008-2015
Donald Leebern, Jr.	Regent	Chairman of Georgia Crown Distributing Inc.	At-Large	2005-2012
William NeSmith, Jr.	Vice Chair BOR	President Athens-based Community Newspapers, Inc.	10 th Congressional District	2008-2015
Doreen Stiles Poitevint	Regent	Partner in Stiles Apartments and A.B. Stiles Enterprises	2 nd Congressional District	2011-2018
Willis Potts, Jr	Regent	V.P. and General Manager of Temple-Inland Corporation	11 th Congressional District	2006-2013
Neil Pruitt, Jr.	Regent	Chairman and CEO of UHS-Pruitt Corporation	5 th Congressional District	2011-2017
Kessel Stelling, Jr.	Regent	President and CEO of Synovus Financial Corporation	6 th Congressional District	2008-2015
Benjamin Tarbutton, III	Chair of BOR	Assistant Vice President of Sandersville Railroad Company	12 th Congressional District	2006-2013
Ricahrd Tucker	Regent	Principle and Managing Partner of Arlington Capital LLC	7 th Congressional District	2005-2012
Larry Walker	Regent	Attorney	At-Large	2009-2016
Phillip Wilheit, Sr.	Regent	President of Wilheit Packaging and Marketing Images	At-Large	2011-2013
Dean Alford	Regent	President and CEO of Allied Energy Services	4 th Congressional District	2012-2019

Authority of Board

The governance, control, and management of the University System of Georgia and each of its institutions are exclusively controlled by the Board of Regents as authorized by the Constitution of the State of Georgia and acts of the General Assembly. That authority was explained and documented in detail in Section 2 of this Prospectus. This institutional consolidation has had no substantive change on the BOR's authority.

Committees of the Board

The committees of the Board of Regents are listed below. A Special Committee on Consolidation was created by the Board in the fall of 2011 to identify candidate institutions for consolidation and oversee their consolidation processes once approved by the Board to join operations. Other than that, there has been no substantive change in the governing board as a function of the SGC/WC consolidation into South Georgia State College.

Table 5: Committees of the Board of Regents

Standing Committees of the BOR
Executive and Compensation
Academic Affairs
Organization and Law
Finance and Business Operations
Internal Audit, Risk, and Compliance
Real Estate and Facilities
Special Committees of the BOR
Personnel & Benefits
State History Museum
Graduate Medical Education
Maintaining Affordability
Shared Services Center
Economic Development
Regents' Nominating
Special Consolidation
Presidential Search
Joint Education Boards Liaison
Regents Public Library Advisory
Medical College of Georgia Health, Inc.
University System of Georgia Foundation, Inc.

Role of Board Members in the Proposed Change

The role of the BOR and its Special Committee on Consolidation were explained in great detail already in Sections 2 and 3. Since approving the SGC/WC consolidation in January 2012, the BOR has maintained active oversight of University System Office and institutional preparations for the official consolidation implementation in January 2013. The Board has also been actively engaged in granting appropriate approvals for key consolidation actions such as name and mission for the consolidated institution, FY 2013 budget approvals involving the consolidated institution, presidential appointment for the new institution, approval of the effective date of consolidation pending SACSCOC approval.

Conflict of Interest and Dismissal Statements

The University System of Georgia (USG) Board of Regents (BOR) Policy Manual Section 12.1 states that “The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any institution in the USG (BR Minutes, 1941-42, p. 88).” The State of Georgia and its Board of Regents have an elaborate set of laws and policies that specifically govern conflict of interest by Board members and their dismissal.

Members of the BOR are subject to numerous related state laws in the Official Code of Georgia Annotated (OCGA). OCGA 16-10-1, Offenses Against Public Administration, describes penalties for a public officer who violates state law. OCGA 45-10-1, Codes of Ethics and Conflicts of Interest for public officers and employees, affirms that this code applies to “any person” in government service. OCGA 45-10-20 defines the terms, “any person” and “public official” as applicable to appointed members of the BOR. OCGA 45-10-21, Legislative Declarations, states that all public officials must be independent, impartial, and free of conflicts of interest. OCGA 45-10-24 prohibits part-time public officials with state-wide powers from transacting business with any state agency for them or on behalf of any business in which such public official or member of their family have a substantial interest. That is made more explicit for BOR members in 45-10-40. Members who violate the Code of Ethics may, in addition to facing criminal penalties, be removed by a court of competent jurisdiction in an action brought by the Attorney General under OCGA 45-10-28. OCGA 45-10-41 specifically addresses violations by BOR members as grounds for dismissal. Regents of the BOR who fail to attend meetings of the Board may be removed and replaced by the Governor according to section 20-3-26.

The University System of Georgia has also established an Ethics Policy (BOR Policy Manual Section 8.2.20) which includes a State of Core Values and Code of Conduct. These statements apply to all members of the USG community including all member of the Board of Regents. As stated in the BOR Policy Manual Section 8.2.20.2, “Violations of the USG Ethics Policy may result in disciplinary action including dismissal or termination.” BOR Bylaws II 2 prohibits Board members from accepting gifts or compensation. And BOR Bylaws V 2 states that BOR members cannot recommend persons for USG employment.

There are no substantive changes in these state laws or BOR policies and bylaws involving conflicts of interest, ethics policy, or Board dismissal that have changed as a function of the consolidation.

Differences in Administrative Oversight of Programs or Services

Not only has the SGC/WC consolidation required a substantial change in the organizational structure for the consolidated institution, substantial changes have also been made as to who will continue to serve in similar administrative positions to the ones they hold now to oversee programs and services and who will not. As the following table indicates, South Georgia State College will have a substantial and mix of administrators from SGC and WC who held similar positions prior to institutional consolidation.

Table 6: SGSC Administrative and Academic Officers

Position on Org Chart for SGSC	Filled by Name of Person	Person's Previous Position/Institution
President	Virginia M. Carson	President/SGC
Vice President for Academic Affairs	Carl B. McDonald	Vice President for Academic Affairs/SGC
Assistant Vice President for Academic Affairs/Division Chairperson of Business and Social Sciences	Richard Reiman	Assistant Vice President for Academic Affairs/Division Chairperson of Business and Social Sciences/SGC
Vice President for External Affairs	Walda D. Kight	Director of Community and Foundation Relations/SGC
Vice President for Fiscal Affairs	Mark Latham	Chief Business Officer/WC
Vice President for Operations	Keith Newell	Director of Human Resources/SGC
Vice President for Student Success	Wesley Brown	Vice President for Student Success/SGC
Dean of the School of Nursing	Scott C. Thigpen	Dean of the School of Nursing/SGC
Division Chairperson of Natural Sciences, Mathematics, and Physical Education	Charles Johnson	Division Chairperson of Natural Sciences, Mathematics, and Physical Education/SGC

All of the individuals who will assume South Georgia State College administrative positions are well qualified to hold those posts. They have been exercising their leadership during the process of preparing to have the institutions consolidated and are expected to continue to demonstrate that effective leadership as consolidation activities continue and become solidified in 2013.

Evidence

[4A] SGSC Organizational Chart

Section 5: FACULTY

As appropriate to the change, provide a complete roster (using the Faculty Roster Form at www.sacscoc.org under —Substantive Changes) of those faculty employed to teach in the program(s), including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught in the program in question; the course load and teaching policies. Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support the program and describe the impact of the new initiative on faculty and faculty workload.

Faculty Roster for South Georgia State College

As of October 1, 2012, and as a result of the planned consolidations of the faculties at SGC and WC for operation of the institution as South Georgia State College beginning in Spring Semester, 2013, South Georgia State College has 62 full-time faculty employed for 2012-13 and 66 part-time faculty eligible to teach in the spring as needed. Those faculty members are identified and organized in the Faculty Roster [5A] by their assigned instructional divisions and discipline groupings for South Georgia State College with their projected teaching assignments in column 2 for Spring 2013, the first semester following consolidation. Since current students early registered for Spring Semester 2013 during Fall 2012 before the Commission could approve the institutional consolidation, which then had to be implemented within 30 days as Spring Semester 2013 was getting underway, the new institution had no choice but to continue the existing curriculum from both institutions into the first term after the effective date of consolidation to ensure a smooth and seamless transition for students. The Documentation Template for the Substantive Change Committee visit that will be submitted by South Georgia State College will include a Faculty Roster that aligns the current faculty members with the newly consolidated curriculum that will be offered in Spring semester 2013.

Faculty Course Load and Teaching Policies

The faculty course load for South Georgia State College in the Spring of 2013 will follow existing load practices for the two consolidating institutions. No substantive change in teaching load policies is expected to take effect as a result of the consolidation. South Georgia College is primarily focused on two-year associate's degrees and a limited number of baccalaureate degrees and supports a faculty teaching load of 15-16 credit hours per semester. Waycross College is primarily focused on two-year associate's degrees and supports a faculty teaching load of 15 credit hours per semester. These teaching loads are typical for each institution's current focus and program offerings and are not expected to change in the near future.

Faculty groups from the institutions are currently meeting and consolidating their current teaching policy manuals. These discussions will continue during the fall of 2012, and a new

manual for South Georgia State College will be available for implementation when the new institution launches in 2013.

Adequate Full-Time Faculty to Support South Georgia State College's Educational Programs

Plans for Spring Semester 2013 call for South Georgia State College to not add any new educational programs or expand any existing instructional degree offerings at satellite campuses or off-campus instructional sites. Each of the consolidating institutions currently has adequate full-time faculty to support its delivery of existing programs and services.

Adequate faculty to support instruction is also reviewed by the institution, the BOR, professional program accrediting agencies, and SACSCOC. To date, none of those reviews have indicated substantial weakness or insufficiency in the number of full-time faculty employed to support degree programs.

The BOR Comprehensive Program Review process conducts follow-up reviews at seven-year intervals to ensure institutions continue to deliver quality programs. Assessment of program quality and the presence of adequate faculty for new programs are subject to regular review. Inadequate full-time faculty has not been identified as a notable problem in any program review. In addition, the professional programs offered by the college in nursing undergo rigorous program reviews for national accreditation and the State Board of Nursing approval to ensure that each program maintains adequate faculty to provide quality instruction.

The standard student/faculty ratio defined by IPEDS was last reported as 33 students to 1 faculty member at SGC and 21 to 1 at WC. Those partner institution ratios are comparable to institutions with similar missions and characteristics as those of South Georgia State College. Disaggregation of the total full-time faculty into disciplinary/educational program areas also reveals reasonable and adequate support of full-time faculty for each program area. The tables below present aggregate faculty data and disaggregated data for full-time faculty by program area and campus location.

Table 7: Aggregate Data for Full-Time Faculty by Institution

Institution	FTE Students	Number of Full-Time Faculty	% Credit Hours Taught by Full-Time Faculty
SGC (Fall 2012)	1939	40	66%
WC (Fall 2012)	538	22	85%
SGSC (SGC+WC)	2477	62	72%

Table 8: Disaggregated Data for Full-Time Faculty by Program

SGSC Program Area SGC+WC (Fall 2012)	Program Area FTE Students	Number of Full-Time Faculty In Program Area	% Credit Hours Taught by Full-Time Faculty
ASN	111	5	100%
RSN to BSN	18	3	100%
General Education	2348	49	71%

Table 9: Disaggregated Data for Full-Time Faculty by Location

Campus & Off- Campus Instructional Sites Fall 2012	FTE Students	Number of Full-Time Faculty	% Credit Hours Taught by Full-Time Faculty
Douglas	1314	35	79%
Waycross	538	22	85%
Valdosta	461	4	41%
Americus	164	1	20%

Impact on Faculty and Faculty Workload

SGC's and WC's authorized program lists and faculty workloads were very similar and largely complementary prior to consolidation. Since South Georgia State College will not be adding any new programs or expanding any existing programs to additional campuses or off-campus instructional sites during the spring of 2013, the institution does not anticipate any substantive impact of consolidation on faculty and faculty workloads.

Evidence

[5A] SGSC Faculty Roster

Section 6: LIBRARY AND LEARNING RESOURCES

As appropriate to the change, describe library and information resources-general as well as specific to the program-and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If you are citing electronic databases accessed through consortia I or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.).

Description of Library and Information Resources

General

No substantive changes in the library and learning resources available to South Georgia State College's (SGSC) students, faculty, and staff are expected in association with the consolidation of South Georgia College (SGC) and Waycross College (WC). Before the consolidation, students and faculty not only had full access to and borrowing privileges at the two college libraries, but also the collections of all other college and universities in Georgia who are members of the GALILEO Interconnected Libraries (GIL) system and Georgia's Virtual Library, GALILEO (Georgia Library Learning Online). Those privileges will not change or be negatively affected in any way by the consolidation. The only notable change will be the replacement of separate portal accesses to the collections at SGC and WC with a single catalog portal access to the combined collection at SGSC.

The consolidated SGSC Library will provide a variety of print, audiovisual, and electronic collections through direct and shared ownership, membership, and subscription. These resources reflect and support the mission of the institution. The College maintains a collection of print and non-print items composed of more than 120,000 bound volumes of books and serials and over 4,500 physical audiovisual items, which include videos and sound recordings. Additional non-print items include 69,000 electronic books and videos. Subscriptions to serials titles, both print and electronic, will provide approximately 95,000 titles to SGSC library users through web access.

South Georgia State College maintains libraries with full services to students, faculty, staff, and community users in two locations – Douglas and Waycross. As the learning resources centers for the College, the libraries provide 21st century library services with modern computerized technology and an environment conducive to research and study for both independent and collaborative learning.

The William S. Smith Library located on the Douglas campus occupies a 32,000-square foot facility with ample space for expanding collections to support the new bachelor's degree program and other four-year programs that may be offered in the future. Students have access to three group study rooms, each equipped with a study table and six chairs, a blackboard, and video viewing equipment. Twenty-nine additional study tables are stationed throughout the library that seat up to 118 people. Eight other collaborative learning spaces are arranged with soft seating for 40. Fifty-three study carrels and ten single-seating chairs are located in quiet areas throughout the library as independent study spaces. The special collections rooms offer a conference/research table and seating that can accommodate up to nine. Another room, equipped with modern teleconferencing equipment, seats up to fifteen around a conference table with an extra 5 chairs offering additional seating space in this room. The William S. Smith Library's smart classroom provides individual computer workstations for an instructor and thirty students. Two printer workstations are networked to 30 additional Internet-accessible computers for student use. These computers provide access to the SGC network, library catalogs, online databases, Microsoft Office Suite applications, and the Internet. Wireless Internet access is also available in the facility. The Circulation Desk is located just inside the entrance of the library and is staffed during all hours of operations. The Reference Area is located in the research area. Staff are available in this area during all hours of operation to provide assistance.

The Waycross College Library is located in the Administrative Building across from the Business Office and co-joins the commons area. The Library was renovated in 2010, increasing the square footage to about 13,600 square feet. The Library currently provides soft seating for 45, study table seating for 103, and computer workstation seating for 35. Study tables of various sizes are located in several locations throughout the Library. The Library provides 2 study rooms, each containing a conference table/chairs and a computer terminal. The Audio Visual room has a small conference table/seating and a computer terminal. The Circulation Desk, located in the front of the library, serves as the primary service point and is manned at all hours the Library is open. An Information Desk is located in the back of the Library adjacent to the student computers. This desk is manned during library peak hours in the morning and most of the evening hours.

Regardless of campus, faculty and students will have access to the full range of library and learning information resources. The combined operations will enlarge our service area. Books and media resources can be requested by students on either campus. The courier service for pick up and return of requested library materials between the two campuses and other University System of Georgia (USG) institutions is provided by the USG GIL STAT courier service. Journal articles that are not readily available may be picked up at the campus library, sent electronically to student and/or faculty e-mail accounts, or by US mail per request.

Currently, South Georgia College and Waycross College libraries maintain separate special collections that preserve the heritage of the institutions and respective communities. South

Georgia College develops and maintains the College archives and local community and state historical materials in the Georgia Rooms, and Waycross College develops and maintains the Okefenokee Special Collection. The consolidated College will maintain an institutional archive that will be located at the William S. Smith Library. Each campus library will continue to maintain special collections of local, community, and historical materials.

Library Committees

SGSC librarians will strive to develop, acquire, and maintain comprehensive collections that reflect the curriculum needs of the College. Because the librarians are generalists, the faculty will share the responsibility for the selection of resources to support specific areas of instruction. Currently, at South Georgia College, the Library Committee serves as an advisory committee on all matters pertaining to faculty and student use of the library. The Committee is composed of faculty representation from each division and the School of Nursing and two student representatives. The Library Director serves as an ex-officio member. Committee members act as a liaison between faculty and the library, between students and the library, and between the community and the library. The Library Committee is charged to encourage faculty involvement in the library's collection development, review library policies and procedures, and relate suggestions and recommendations for enhancing library resources and operations.

The purpose of the Waycross College Library Services Committee is to serve as an advisory body to the Director of Library Services in formulating policies and promoting the use of the library. The Library Services Committee has the following functions: to periodically review policies and regulations regarding library usage and to make recommendations to the Director of Library Services concerning acquisitions and expenditures of library materials. Membership consists of two faculty representatives, a non-faculty representative appointed by the President, and two student representatives appointed by the Student Government Association. The Chairperson is selected by the Committee from its membership, and the Library Director serves as the Secretary.

The makeup and purpose of the Library Committee for the consolidated institution will be to serve in an advisory capacity to enhance library services and resources according the Statutes of SGSC.

Program Specific

The consolidation of the two institutions' libraries will result in an increased number of resources held to support the degree programs offered by SGSC. For example, the table below compares the breakdown of SGSC library holdings for medical resources with those of peer University System of Georgia institutions that have the same nursing educational programs as SGSC. The

comparison indicates that the number of SGSC's library holdings published between 2007 and 2013 are adequate for undergraduate degree programs in nursing.

Table 10: Comparison of Current Library Holding by Peer Institutions

Comparison of Current Library Holdings – *LC R-Medical Limited to Nursing Subject Headings			
	SGSC	**GSW	**ASU
	2007-2013	2007-2013	2007-2013
All	237	95	234
Books	77	40	70
AV	19	3	6
Ebooks	141	62	158

*Library of Congress

**GSW= Georgia Southwestern State University & ASU= Augusta State University

Staffing and Services

The combined professional and support staff will be available to assist users whether on- or off-campus. Through the SGSC Library's web site, students and faculty will be able to access the library's online resources 24 hours a day, 7 days a week. In addition to all of the electronic resources available through GALILEO, chat and e-mail reference assistance will be available as well as additional assistance in the form of online subject guides, help guides, instruction guide, and tutorials found on the SGSC Library and GALILEO web sites.

A comparison of staffing and hours of service at the two campuses of SGSC is presented in the following table. Since each campus of SGSC will continue to serve the same base of patrons, the hours of service will remain the same as the current hours of service for the two consolidating institutions.

Table 11: Comparison of Staffing and Hours of Service by Campus

STAFFING AND SERVICES FOR SGSC				
Campus	Professional Librarians FT/PT	Support Staff FT/PT	Hours of Daily Operation	Total Hours of Operation/Week
SGSC Douglas	1/0	2/3	7:30am-9pm M-Th 8am-12pm F 4-8pm Sun	62
SGSC Waycross	1/1	2/0	7:30am-9pm M-Th 8am-12pm F	58
SGSC Total	2/1	4/3		120

The consolidation will result in the loss of one full-time professional position. Prior to consolidation, there was a Library Director position on each campus. After consolidation there will be one Director of Libraries position that will be housed on the Douglas campus. Work flows, duties, and responsibilities of this position will be reviewed, reorganized, and reassigned to existing library personnel, who are being cross-trained for the associated tasks.

The SGSC Library will provide a wide variety of services that reflect its mission. Major services will include access to collections, circulation of library materials, reference/research assistance, and information literacy/bibliographic instruction. Through the library web site, access to library resources and services will extend beyond the library buildings to 24/7 anytime, anywhere access via the Internet. Face-to-face reference service will be available on both campuses during hours of operation. For in-depth reference and research assistance, students, faculty, and staff will continue to be encouraged to schedule a consultation with a librarian. In addition to face-to-face reference services, a reference assistance chat tool is being tested and evaluated for effectiveness. Additional assistance will be provided electronically through discipline-specific subject guides, help guides, video tutorials, and the Electronic Library Orientation, all of which will be accessible via the library web site. Other services include strategically designed activities and programs that promote reading and expand literary interest through student engagement.

Electronic Resources

Students and Faculty Access to Information

The two campuses of SGSC have access to the resources of GALILEO, Georgia's statewide virtual library. Additionally, each library provides access to electronic books (e-books) through a variety of e-book and virtual reference collections. On-campus access to these resources is available through IP address authentication. Off-campus access for students and faculty is available 24/7 through password authentication.

The virtual collections owned or licensed by the SGSC Library will provide students and faculty access to over 63,000 e-book titles from the *eBooks on EBSCOhost* and *Ebrary* collections. Approximately 6,000 electronic videos from Films on Demand are also accessible from the library's catalog. Additional electronic reference books are available from links to the Opposing Viewpoints Resource Center in Context, Gale Virtual Reference Library, R2 Digital Library as well as Genetics & Inherited Conditions and Great Events from History from Salem Press. Facts on File Issues and Controversies database also offers an encyclopedia, the World Almanac, and the World Almanac Archives.

GALILEO, Georgia Library Learning Online, is the award-winning virtual library of licensed, commercial databases and selected free Internet resources available to the citizens of Georgia. It provides on-campus and off-campus access to over one hundred databases indexing thousands of periodicals and scholarly journals. It also provides access to over 10,000 journal titles in full

text. In addition, the Digital Library of Georgia offers a gateway to Georgia's history and culture through digitized books, manuscripts, photographs, government documents, newspapers, and maps, audio files, videos, and other resources.

GALILEO's core collection databases provided by the South Georgia College and Waycross College Libraries include EBSCO's Academic Search Complete and Newspaper Source, Lexis/Nexis Academic, MEDLINE with Full-Text, Films on Demand, and the MLA International Bibliography. This virtual collection also includes other selective databases as well as full-text government documents and reference titles. To supplement the GALILEO collection, the SGSC library will subscribe to additional databases to support the degree programs offered by South Georgia State College. These titles include CINAHL Plus with Full-Text, R2 Digital Nursing Collection, ProQuest Research Library, Facts on File Issues & Controversies, two JSTOR collections, BioOne, Opposing Viewpoints Resource Center in Context, and Gale Virtual Reference Library.

GALILEO is currently implementing new Discovery service, which will offer a quick and easy search and retrieval content from a single search of all GALILEO databases and the USG library collections. Through the SFX technology, GALILEO will also search owned and leased by SGSC Library databases as well as the GALILEO-provided databases. The SFX technology will enable users to click on the Find It button to quickly search all available databases to retrieve full-text articles.

GIL, the integrated library management system for accessing the collections of the USG institutions, offers catalog gateways to library resources held in the USG libraries. GIL is an extension of GALILEO. The GIL Universal Catalog (UC) provides USG students, faculty, and staff access to resources from more than 13 million bibliographic records. GIL Express, an innovative resource sharing initiative, allows students, faculty, and staff to borrow the circulating materials at all USG libraries through walk-up transactions at the circulation desk or remotely through the self-initiated GIL Express request link from the GIL UC.

The SGSC Libraries will provide users with information and resources located elsewhere through local, regional, and national cooperative arrangements and computerized networks. An extension of the GALILEO initiative, GIL will provide a consolidated online catalog with the shared holdings of both campus libraries as well as a Universal Catalog of the collections held in the libraries of the USG. Currently, students, faculty, and staff searching the GIL Universal Catalog can identify a resource and initiate a request for circulating materials to be delivered to any USG library. Through GIL Express self-initiated online request process, this state-wide resource sharing system delivers books to users within three to five days. Users also have the option of checking out materials from any USG library and returning them to the same or other USG library.

Articles and materials that are not available in the SGSC Library or USG libraries via the GIL Universal Catalog or GALILEO will be acquired for students, faculty, and staff through library-mediated interlibrary loan. Users will continue to have access to an online Interlibrary Loan form to request materials. Requested items can be picked up at the point-of-origin SGSC Library. Most libraries will send requested Interlibrary Loan articles electronically. Articles are usually received in one to three days and books in five to seven days. Materials can be mailed to Distance Education students upon request.

Faculty and Student Training

Formal and informal information literacy and bibliographic instruction fulfills the library's mission of providing instruction "for accessing, evaluating, and using information resources effectively and ethically." The librarians at SGSC will fulfill this objective through various means of library instruction. One of the principle methods will continue to be through instruction sessions offered to credit-bearing classes in a variety of disciplines and courses across the College. Faculty members may continue to request these sessions, which are generally taught during at least one class period.

Library instruction sessions will be offered at both SGSC campuses. Faculty will be made aware of the availability of instruction sessions through a variety of methods including personal contact, e-mail, faculty orientations and handouts, and an information page on the library web site. Content of library instruction sessions will continue to vary according to faculty requests. Sessions will continue to be evaluated to assess level of satisfaction and student learning.

In addition to formal library instruction sessions, librarians and support staff will also continue provide informal one-on-one reference, research and instructional services. These sessions are provided via telephone, reference chat, email, and face-to-face. Instructional assistance will also be available through video tutorials, virtual library tours and research orientations, and reference request e-mail links, all of which will be available from the SGSC Library website.

Workshops for faculty in the use of electronic resources and other library services will be provided upon the request of Division Chairpersons/Dean. Faculty may also continue to schedule one-on-one instructional sessions with the librarians.

SGSC Libraries will provide equitable access to the collections and services for on-campus, off-campus, and Distance Learning students and faculty. The Libraries's website will include links which provide documentation regarding all services and resources. Video and print tutorials on using library resources, online request forms and information about document delivery options, subject guides to online and traditional resources, technical assistance, and access to the GIL@SGSC Catalog, GALILEO, and the GIL Universal Catalog will be available as well.

Section 7: PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on physical resources, facilities, and equipment.

The College Campus Locations

South Georgia College (SGC) and Waycross College (WC) have historically demonstrated commitment to ensuring that physical facilities are adequate to support all education programs, support services, student organizations, and other mission-related activities. Both institutions take all reasonable steps to ensure a healthy, safe, and secure environment for students, employees, and visitors. These commitments will remain once the two institutions are consolidated into SGSC.

The main address for South Georgia State College (SGSC) will be 100 West College Park Drive; Douglas, Georgia 31533. This location will be known as the Douglas Campus. The Waycross Campus is located at 2001 South Georgia Parkway; Waycross, Georgia 31503.

The consolidated college will in fact form a significant footprint across the Southeastern region of the state of Georgia with off-campus instructional sites. See **Table 12** below for a list of these locations.

Table 12: Current Off-Campus Instructional Sites

<i>Site Location</i>	<i>Approximate Distance from Douglas Campus</i>	<i>Program(s)</i>
Entry Program - Americus, Georgia, at Georgia Southwestern State University	110 miles	Developmental Education and General Education Core Classes
Entry Program – Valdosta, Georgia, at Valdosta State University	65 miles	Developmental Education and General Education Core Classes
Liberty Center – Hinesville, Georgia (Partnership with Armstrong Atlantic State University)	105 miles	Developmental Education and General Education Core Classes

College Facilities

Douglas Campus

The Douglas campus was created in 1906 as the 11th District Agricultural and Mechanical School and in 1927 became the first state-supported two-year college in Georgia. In 1931, it became one of the original units of the University System of Georgia (USG). The buildings on campus date from 1907, when the campus consisted of only three buildings: Davis, Peterson, and Powell Halls. Today, the campus consists of 26 buildings on a 190-acre site located on the southeastern side of Douglas, Georgia, county seat of Coffee County.

In 2004, renovations were made to the Health and Physical Education building, with the addition of an Olympic size pool and courtyard area. This facility provides the swimming team a place to practice, and students along with community members enjoy lap swim and other water activities.

The Douglas campus has two contemporary residence halls: Tiger Village I (built in 2007) and Tiger Village II (built in 2010) which are Public Private Ventures (PPV) built with the partnership of the SGC Foundation and Coffee County Economic Development Authority. Tiger Village I is a 252 bed facility which has two and four bedroom suites. Currently, this building is occupied by male students. Tiger Village II is a 292 bed facility which has two bedroom suites and is occupied by female students.

In 2009, the College prepared for future growth with the demolition of two buildings. Cooper Hall and Proctor Hall were once residence halls and had been in much disrepair for some years. A parking lot and additional green space occupy the area where Cooper once stood. The site once occupied by Proctor Hall now provides vehicle access to the renovated dining hall and additional green space.

In 2010 the original SGC campus consisting of three buildings often referred to as the legacy buildings, was listed in the National Register of Historic Places. The Dining Hall was renovated in 2011. This building was originally used for that purpose during the 1940's and 1950's. It has been enlarged to effectively handle the residential enrollment but maintains its historical integrity.

Waycross Campus

The Waycross campus is located on South Georgia Parkway at Augusta Avenue in Ware County, Georgia, and is within the city limits of Waycross. The 150 acre campus includes beautifully wooded land, two lakes, a paracourse walking trail, gymnasium, and tennis and racquetball courts. Campus buildings include the Administrative, Educational, Physical Education, and Physical Plant buildings, and the James M. Dye Student Services Building – named for Waycross College's founding president.

The following chart outlines the current facilities of the institutions:

Table 13: Utilization of Physical Resources

Utilization of Physical Resources		
Location	Building	Square Footage
South Georgia College	Thrash Hall- Offices	8,562
	Peterson Hall- Auditorium, conference, or event facilities	34,644
	Davis Hall- Classrooms, faculty offices	12,872
	Powell Hall- Classrooms, faculty offices	11,624
	Dining Hall- Cafeterias, restaurants, dining halls, two retail stores	17,765
	Clower Center- Auditorium, conference, or event facilities	9,587
	Stubbs Hall- Laboratories, classrooms, faculty offices	36,499
	College Advancement- Offices	3,594
	Tanner Hall- Offices	24,928
	Physical Plant Shop- Storage building, enclosed sheds, warehouses	6,974
	Auto Shop- Storage building, enclosed sheds, warehouses	3,100
	Library- Libraries	31,977
	Richey Hall- Offices	28,738
	Art Barn- Animal facilities (e.g. hatcheries, kennels, pig parlors, stables, veterinary facilities)	4,668
	Field House- Storage building, enclosed sheds, warehouses	1,410
	Wellness Center- Auditorium, conference, or event facilities	43,413
	Collins Hall- Classrooms, faculty offices	23,630
	Shannon Hall- Dormitories	39,283
	Engram Hall- Offices, bookstore	35,492
	Golf Shack- Golf shop, cart maintenance, or club house facilities	722
	Floyd Hall- Dormitories	59,884
	Nursing- Classrooms, faculty offices	9,724
	Stadium/Concession- Storage building, enclosed sheds, warehouses	8,265
	Tiger Village I- Dormitories	77,432
	Tiger Village II- Dormitories	91,924

Waycross College	Administration Building- Classrooms, faculty offices, laboratories, library, offices	49,197
	Physical Plant- Storage building, enclosed sheds, warehouses	6,769
	Physical Education Building and Gymnasium- Classrooms, Gymnasium, Fitness Center	20,543
	Maintenance Storage Shed- Storage building	1,062
	Lair- Classrooms	930
	Physical Education Storage- Storage building	1,746
	Educational Building- Classrooms with faculty offices, computer labs, faculty Offices	23,517
	Physical Plant Storage- Storage building	4,100
	James M. Dye Student Services Building- Bookstore, offices, cafeteria, classrooms, offices	28,850

Off-campus Instructional Sites

South Georgia College has two off-campus instructional sites known as Entry Programs located on the campuses of Valdosta State University (VSU) and Georgia Southwestern State University (GSW).

The South Georgia College Entry Program at Valdosta State University is located on the VSU campus in Valdosta, Georgia. The site has approximately 11,448 square feet of instructional and office space to support the program designed to help freshmen prepare for entry into Valdosta State as sophomores. This site is approved by SACSCOC as an off-campus instructional site of the College.

The South Georgia College Entry Program at Georgia Southwestern State University is located on the GSW campus in Americus, Georgia. The site has approximately 9,000 square feet of instructional and office space to support for the program designed to help freshmen prepare for entry into Georgia Southwestern as sophomores. This site is approved by SACSCOC as an off-campus instructional site of the College.

Waycross College has one off-campus instructional site at a satellite campus of Armstrong Atlantic State University known as the Liberty Center, located in the Liberty County Patriot Center in Hinesville, Georgia. Waycross College provides instruction in Learning Support courses and freshman-level general education essential skills (English and Mathematics) courses for students preparing for entry into Armstrong Atlantic State University. This site is approved by SACSCOC as an off-campus instructional site of the College.

Because space is shared in Valdosta, Americus, and Hinesville with other University System of Georgia institutions, there are no maintenance or other such issues for SGSC at these locations.

Facilities Administration & Master Planning

At SGSC, administrative oversight of facilities will be the responsibility of the Vice President for Operations. The organizational structure of that administrative division follows common practices elsewhere and includes Departments of Facilities, Human Resources, Public Safety, and the College Bookstore. The day-to-day facilities operations are managed via a comprehensive set of policies and standard operating procedures that ensure both effectiveness of facilities services as well as continuing compliance with the laws and regulations pertaining to the physical environment.

Each institution currently has a Campus Master Plan that documents the physical facilities and grounds and guides long-term facilities growth and renovation. These master plans detail utility and infrastructure, desired building and functional adjacencies, appropriate locations for additional buildings, and opportunities for possible land acquisitions. The college working group focused on facilities administration has examined the two Master Plans and the condition of current campus facilities and determined that the existing resources are adequate to support the consolidated institution's programs and services.

The current master plans will be consolidated into one comprehensive Campus Master Plan for SGSC in the next year or two once consolidation activities have been fully implemented and strengths and weaknesses of the combined physical resources and their capacity have been assessed thoroughly. The USG Central Office staff will be conducting a capacity study in Fall 2012 to inform such campus master planning going forward.

Currently, planning is underway for the 2014-2015 renovation of the Douglas campus's Davis Hall in 2014-2015 on the Douglas campus, a legacy building. The proposed renovation involves creating more energy efficiencies to reduce operating costs as well as enhancing student learning by providing more functionality and state-of-the-art classrooms. In August of 2012, the University System of Georgia and Board of Regents approved including a \$2.5 million capital project for the renovation of Davis Hall. The capital budget request has been submitted to the Office of Planning and Budget for the Governor's review before he makes his final recommendations to the General Assembly in January 2013. If approved, this project would begin in 2014 with a completion date in 2015.

Information Technology

To ensure reliable and secure access to automated functions, both campuses employ a number of industry-leading information technologies and services. Currently, both campuses possess a physical network infrastructure that is built on redundant architecture and almost all buildings and some exterior facilities provide wireless network access. All network infrastructure serving academic areas is supported with an uninterruptible power supply to provide an additional level of reliability. The network infrastructure consists of the cable plant (fiber and copper) and network electronics (routers, switches, etc.). Efforts are underway to combine the two network infrastructures into one.

Telephone services at SGSC will consist of both Centrex and voice over IP (VoIP) services with plans to develop a long term integrated solution over time. Currently, there are 466 VoIP phones and/or faxes, 41 Centrex lines, and 12 direct dial lines, which are converted from fiber to analog.

Degree programs are increasingly dependent on the use of instructional technology. Therefore, both colleges have historically dedicated a wide variety of IT resources to student, faculty, and staff usage. Instructional programs utilize technology-enhanced classrooms featuring workstations and integrated audiovisual systems with digital projectors, dedicated and open computer labs, and GAView, the course management system for online and hybrid instructional delivery. These trends are expected to continue at SGSC.

Control of Physical Resources

SGSC will carry forth both institutions' appropriate control over all physical resources. As separate institutions, SGC and WC are subject to the same policies, procedures, guidelines, and laws pertaining to physical resources. The consolidated college will use the same PeopleSoft Asset Management system currently used to track, maintain, and report assets to the Georgia Board of Regents. In accordance with BOR policy, assets costing \$3,000 or more and all firearms will be registered in the PeopleSoft Asset Management module. Additionally, while there is no policy or law requiring the new college to do so, Information Technology Services will continue to maintain a record of computers, tablet computers, and other devices in a separate tracking system. The overall Asset Management function will be managed by Fiscal Affairs, which will reconcile the capital ledger monthly to ensure accuracy of the Financial Statements.

All locks on both campuses are maintained under the BEST lock system, and each key distributed will be numbered and signed for by the employee. In coordination with physical keys, an electronic lock system is used in many locations to gain access to facilities and areas within facilities after-hours as required. The on-line access system verifies in real time that a card holder has sufficient rights to access a building or room depending on their role within the

institution. Student access is granted automatically to certain facilities based upon the particular course in which a student is enrolled or residence hall in which a student resides.

Impact of Consolidation on Physical Resources

With virtually no change of operations at either location, only modest savings and reallocations of administrative support space will evolve as the two college administrations are consolidated. The President and other central administrators will be located on the Douglas campus. There will be an onsite Director for the Waycross campus. The impacts of other consolidation decisions on administrative facilities allocations and assignments are in the process of being determined.

As part of reorganizing many job functions to consolidate the colleges, some restructuring of the distribution of physical space will be necessary to support the new college's programs and units. Currently, the facilities department is collecting documentation from several departments on their physical needs to determine the proper location and size of the space required for optimum efficiency. This space assessment will be complete by November and plans will be made to begin moving personnel accordingly. The first relocations are planned for January 2013.

Realignment of physical space will take several months as these moves will be performed internally to be as cost-effective as possible. Many supporting units will be involved in facilitating each move to ensure consistent operations. The logistics of the relocations are substantial and will be carried out in a systematic order to ensure minimal operational downtime and minimal burden to employees and students.

Section 8: FINANCIAL SUPPORT

Provide a business plan that includes all of the following:

- a. a description of financial resources to support the change, including a budget for the first year*
- b. projected revenues and expenditures and cash flow*
- c. the amount of resources going to institutions or organizations for contractual or support services*
- d. the operational, management, and physical resources available for the change.*

Provide contingency plans in case required resources do not materialize.

As part of the prospectus, the institution is required to submit financial audit reports and management letters for the two most recent fiscal years, and include its most recent financial aid audit. The most recent year is defined as the fiscal year ending immediately prior to the submission of this prospectus. In instances of consolidations, mergers, change of ownership, or acquisitions, the other participating institution or entity should also provide the audits as described above. In addition, the institution is required to include a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

Both South Georgia College (SGC) and Waycross College (WC) maintain comprehensive networks of internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations at the earliest opportunity. Key institutional components involved in controlling institutional finances and monitoring compliance include the University System of Georgia Board of Regents (USG BOR) and the University System of Georgia Internal Audit function as well the respective College's fiscal officers and staff.

The Board of Regents' comprehensive policy manual includes finance and business policies covering topics such as budget, tuition and fees, fund management, and insurance [8A]. This policy manual is supplemented by a detailed Business Procedures Manual enumerating detailed processes to implement the Board's fiscal policies [8B].

Financial Resources

The consolidation is expected to have no substantive impact on the total financial resources available to support the new institution. The Chancellor has indicated that administrative savings that should result from institutional consolidation will be available to reallocate within the

institution to meet pressing needs and to expand educational programs in particular in response to state needs.

The new college, South Georgia State College, will be the consolidation of two institutions that individually have demonstrated adaptability and responsiveness as the nation has faced years of economic recession. As a result of the decrease in Georgia revenues, state appropriations to both institutions have decreased 19.57 percent, (\$2.6 million) from a peak of \$13.1 million in FY2009 to \$10.5 million (budgeted) in the FY 2013 original budget. Fortunately, revenue increases from raised tuitions and enrollment growth have helped off-set some of the budget cuts.

The current BOR-approved balanced budgets for both colleges will remain in effect until July 1, 2013 [8C], when the two accounting systems will be merged and the new college will undergo the statewide audit. The results of the FY 2012 Full Disclosure Management Report (FDMR) engagements conducted by personnel from the Georgia Department of Audits and Accounts (DOAA) for each college will be available October 18, 2012, and sent to the Commission directly by the Georgia Department of Audits and Accounts as well as jointly by the consolidating institutions.

Recent annual financial reports for both South Georgia College and Waycross College confirm financial stability. Both colleges have operated in a balanced budget position for many years as required by the USG and the State of Georgia. For SGC, which underwent a full audit in FY 2011, the FY 2011 Georgia DOAA auditor's opinion was unqualified; however, the following financial statement findings were noted:

- Expenditures/Liabilities/Disbursements: Inadequate Internal Controls
- Employee Compensation: Inadequate Internal Controls
- Capital Assets: Inadequate Capital Assets Records
- Financial Reporting: Inadequate Controls Over Financial Reporting

Corrective action plans were developed and implemented to correct these deficiencies; these corrective action plans are provided as documentation [8D].

The audit, along with a letter addressed to President Virginia Carson is provided as documentation [8E]. For WC, which underwent a FDMR engagement in FY 2011, no financial statement findings or questioned costs were noted; the FDMR, which includes Other Items (Noted For Management's Discussion) on page 26 of the report, is provided as documentation [8F].

In addition to state appropriations, the colleges seek partners in their missions to help provide quality education by providing funds from other sources. Collectively, the colleges currently

rely on a diverse portfolio of financial resources, including auxiliary services, endowments and gifts, grants and contracts, capital funding, and student tuition and fees.

Auxiliary enterprises for the combined college will consist of bookstore operations, food services, student housing, intercollegiate athletics and transportation. All of these services are required to continue to provide full service to South Georgia State College. The largest profits in the auxiliaries are gained through bookstore operations, while past losses in food services and intercollegiate athletics are effectively subsidized by the more profitable units.

The Department of External Affairs seeks philanthropic support through fundraising events, annual or special solicitation mailings, and individual solicitations of major and planned gifts.

First-Year Budget

The effective date of the consolidation in early January 2013 falls in the middle of Georgia's current fiscal year 2013, which runs from July 1, 2012, through June 30, 2013. Although many aspects of the consolidation will go into effect at that time, each of the institutions must complete its FY 2013 budget years separately and stand for a state audit thereafter. Likewise, the Department of Education (DOE) will not stop its FY 2013 financial aid allocations mid-year. Consequently, the first half of the first year of consolidation will be handled financially as though the institutions were independent. There will, of course, be budgetary adjustments made in both sets of expenditure accounts to accommodate the new administrative structure's implementation in January 2013. Also, budget management will be coordinated centrally by the new institution to serve other needs of a consolidated operation as well. Fiscal year 2014, which begins in the summer of 2013, will be the first year that the BOR and DOE have established annual budgets for the consolidated institution.

As the consolidation will occur when both colleges are midway through the current fiscal year, providing a first-year budget for the new college requires seasoned estimation. The budget provided as evidence illustrates the combining of revenues, expenditures, and net cash flow approved for FY 2013, and projected for FY 2014, as well as for calendar year 2013 [8G]. As the table shows, the budgets are balanced as required by BOR policy for both years.

Both SGC and WC have historically maintained balanced budgets in accordance with state mandates as demonstrated by its financial reports. The practice of maintaining a balanced budget, adequate cash reserves, and a positive net asset balance indicates that the new institution's fiscal management will be sound and that the institution has the financial resources to carry out its programs and services in accordance with strategic objectives.

The BOR has invested significant resources into ensuring the consolidated college is successful. The FY 2013 budget assumes that the enrollment projections of both colleges will be met, and

that enrollment headcounts will remain at current levels in FY 2014. Should revenues not remain at present levels as projected and unexpected state funding cuts occur mid-year, contingency plans will be pursued. Since the new college has projected a very conservative enrollment growth model in its first-year budget projections, the only scenario that would result in insufficient revenues would be to experience a drastic drop in enrollment after consolidation, which is highly unlikely. If that were to occur, the college would be forced to pursue a strategy of cost cutting while protecting our core academic mission as much as possible.

The capital projects budget is submitted by the President after consultation with the Vice President for Operations and consist of Major Renovation and Repairs (MRR) projects and Capital Projects. Projects proposed and recently approved by the Board of Regents include for SGC the \$2.5 million renovation of Davis Hall.

As USG institutions, both colleges have employed similar budgeting and accounting systems and processes for complying with the state of Georgia's accounting and procurement policies. Both SGC's and WC's systems are hosted by the USG systems group. Both entities will continue to use the budget-checking functionality that precludes any expenditure being committed should sufficient budgeted funds not materialize.

Unrestricted net assets represent resources derived from student tuition and fees, state appropriations, sales and services of educational departments, and auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the college, and may be used at the discretion of the governing board to meet current expenses for those purposes, except for unexpended state appropriations (surplus). Unexpended state appropriations must be refunded to the Board of Regents of the University System of Georgia, University System Office, for remittance to the Office of the State Treasurer. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty, and staff.

Total unrestricted net assets for SGC as of June 30, 2012, are \$833,631, a figure which represents a decrease of \$221,209 from the prior year. The change is largely due to the college changing its method of accounting for summer school revenues and expenses to more accurately reflect periodic results of operations between fiscal years. At WC, total net assets as of June 30, 2012, are \$1,460,864, representing a \$403,048 increase over FY 2011. This change is also due largely to the college changing its method of accounting for summer school revenues and expenses to more accurately reflect periodic results of operations between fiscal years.

The Georgia State Financing and Investment Commission maintains oversight of the proper application of proceeds from general obligation debt and the issuance of all public debt by the State. WC has no bond-related capital project debt; however, SGC has three bond-related debts

from separate public-private ventures (PPV). The first PPV project was issued in December 2006, for \$15,395,000 to construct a 252-bed student housing complex and also to renovate a student recreation center known as the Clower Center. The lease payments are generated strictly by the rental for room occupancy and student activity fees; the debt will retire in 2037. A second PPV project was issued in August 2009, for \$14,410,000 to construct an additional 295 bed student housing complex. The lease payments are generated strictly by the rental for room occupancy; this debt will retire in 2039. The third PPV project was issued in October 2010, for \$5,945,000 to construct a student dining hall. The lease payments are generated strictly by the auxiliary services food service revenue; the debt will retire in 2040. While the current debt burden percentage for SGC is 7.2%, the total debt burden of the combined institution will be 5.1%.

Operational, Management, and Physical Resources

Business and financial functions in the new college, South Georgia State College, will be centralized under the Vice President for Fiscal Affairs (VPFA), who will report directly to the President. The college's statutes will give the VPFA responsibility for administering all of the institution's fiscal assets, and for the development and administration of the budget. The VPFA will oversee a leadership team of professionals with vast experience in managing and planning educational institution finances, including a controller, budget manager and capital assets accountant [8H].

For ongoing financial planning and oversight, sound educational planning goals and objectives are set as part of the college's continuous improvement efforts, and appropriate resources are allocated to accomplish these objectives. As described in Section 3 (Assessment of Need and Program Planning and Approval), the College's strategic plan will provide the basic framework for the overall planning process; however, most of the educational planning is done at the unit level. The institution's education and general budget is based on a combination of state appropriation and projected tuition and fee revenue. The new college will have adequate physical resources to implement the educational and service missions, as discussed in Section 7 (Physical Resources).

DOE Correspondence Regarding the Pre-Acquisition Application and Institutional Consolidation

Since change of institutional ownership is not involved, a Department of Education (DOE) pre-acquisition application/review is not a part of the merger review/approval process. Both colleges' current Program Participation Agreements (PPA) are attached [8I]. Prior to this consolidation, SGC's agreement was scheduled to expire in September 2015, and Waycross College's agreement was scheduled to expire in June 2017. However, the consolidated college

will submit a new PPA for South Georgia State College in January 2013, following approval from the SACSCOC and ratification from the Board of Regents.

Student Financial Aid

At both institutions, the student financial aid offices provide guidance and assistance to help ease the financial burdens associated with students' education. Both offices are in compliance with all state and federal regulations pertaining to the awarding of financial aid to students.

Approximately 87% of SGC and 83% of WC students received aid from federal, state, institutional, or outside sources in FY 2012, for a total of \$21,526,651.51 in aid awarded. As indicated in Tables 13 & 14, both colleges' financial aid departments awarded and paid a combined \$19,450,788.88 in Title IV Federal Aid in 2011-2012.

Table 14: Title IV Federal Aid, 2011-2012 for SGC

<i>Federal Aid Program</i>	<i>Total Paid</i>	<i>Total Recipients</i>
Federal Pell Grant	\$7,771,271.85	2,046
Federal Supplemental Opportunity Grant	\$97,264.00	127
Federal Work Study	\$179,870.03	94
Federal Perkins Loans	0	0
Federal Stafford Loans	\$7,641,679.00	1,572
Total	\$15,690,084.88	3,839

Table 15: Title IV Federal Aid, 2011-2012 for WC

<i>Federal Aid Program</i>	<i>Total Paid</i>	<i>Total Recipients</i>
Federal Pell Grant	\$2,156,268.00	680
Federal Supplemental Opportunity Grant	40,762.00	111
Federal Work Study	30,423.00	23
Federal Perkins Loans	0	0
Federal Stafford Loans	\$1,533,251.00	383
Total	\$3,760,704.00	1197

Both colleges meet the audit requirements for Title IV administration in accordance with their current U.S. Department of Education Program Participation Agreements and the U.S. Department of Education Eligibility and Certification Approval Reports [8J]. The Office of Student Financial Aid at SGC and WC has not received any limitations, suspensions, or termination by the U. S. Department of Education in regard to student financial aid or other financial aid programs during the previous 3 years.

Evidence

[**8A**] BOR Policy Manual, Section 7- Finance and Business,
<http://www.usg.edu/policymanual/section7>

[**8B**] BOR Business Procedures Manual,
http://www.usg.edu/business_procedures_manual/

[**8C**] BOR FY 2012 Amended Allocation of State Appropriations

[**8D**] SGC Corrective Action Plans

[**8E**] SGC Statewide Audit, FY 2011

[**8F**] WC FDMR, FY 2011

[**8G**] Combined Expenditures, Revenues, and Net Cash Flow

[**8H**] Fiscal Affairs Division Organizational Chart

[**8I**] SGC and WC Current USDOE Program Participation Agreements

[**8J**] SGC and WC Current USDOE Eligibility and Certification Approval Reports

Section 9: EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs as well as using the results of evaluation to improve institutional programs, services, and operations. Explain how this change has affected your institution's strategic planning including the development of annual campus master plans.

In planning the pending consolidation of South Georgia College (SGC) and Waycross College (WC), the institutions have actively worked together to form a robust continuous improvement cycle that draws upon each other's strengths in existing processes that ensure institutional effectiveness. Systematic unit planning and assessment in the new institution will affect every unit within the new organization. As the two colleges move forward as a single new enterprise, SGC's assessment model and cycle will become blended with WC's model, resulting in a coordinated process based on best practices with a cyclical structure for assessment of student learning outcomes, planning, and implementation. This consolidated model will be in place to support the new mission that is described in Section 3: Evidence of the Consolidation's Inclusion in Ongoing Planning and Evaluation Processes at the Institutional Level.

Description of Overall Institutional Effectiveness

The South Georgia State College (SGSC), the consolidated college, institutional effectiveness process is guided by the University System of Georgia (USG) Board of Regents (BOR) Policy Manual (Section 2.9) that mandates an assessment process that drives continual process improvement in student learning and services. According to the USG policy:

Each institution shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff of each institution shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented.

In addition, each institution shall have a formal process by which systematic assessment of institutional effectiveness is conducted and the results of assessments are used to achieve institutional improvement. Assessment processes may differ from institution to institution, but each institution shall assess:

1. Basic academic skills at entry;
2. General education;

3. Degree programs; and,
4. Academic and administrative support programs and/or functions.

The faculty and staff of each institution shall be involved in developing assessment processes and included in the structure by which those processes are implemented and used for improvement.

Each institution shall link its substantive budget allocations and other major academic and administrative decisions to its planning and assessment processes to improve institutional effectiveness. In addition, institutional planning, assessment, and improvement processes are expected to contribute to the realization of the USG vision, mission, goals, and strategic initiatives.

A current copy of each institution's strategic plan shall be maintained in the University System Office of the Board of Regents. The plan will contain a description of the planning structure and process by which institutional priorities are set as well as the institution's current priorities and goals. The plan shall also describe the processes used for assessing and improving institutional effectiveness.

Both consolidating institutions are in compliance with BOR policy and SACS requirements for robust systems to demonstrate assessment of institutional effectiveness. A comparison of the institutional effectiveness similarities and differences between SGC and WC and the related consolidation outcomes with regard to SGSC are summarized below.

Table 16: Summary of Institutional Effectiveness by Institution

SUMMARY OF INSTITUTIONAL EFFECTIVENESS FOR SGC, WC, AND SGSC			
Area	Similarities	Differences	Outcome
Basic Academic Skills at Entry	SGC and WC adhere to same USG entry policy	None	SGSC will maintain current USG entry policy.
General Education	SGC and WC maintain a similar general education core curriculum and associated common core learning outcomes	Several general education core courses are different between SGC and WC (i.e. Area B).	SGC and WC Faculty approved common core curriculum and realigned learning outcomes for new SGSC general education core.

Degree Programs	SGC and WC assess programs and their specific learning outcomes regularly	The associate of science in nursing and bachelor's of science degree programs at SGC do not exist at WC and their assessment processes will be continued.	Program specific accreditation assessments and program reviews will be carried forward to SGSC.
Academic and Student Support Services	SGC and WC assess academic support programs that target identical student outcomes (i.e., success of underprepared students) as well as similar student support services	SGC and WGC use somewhat different units and approaches based on institutional culture and resources to support underprepared students. Only minor differences in student support service units exist across the two institutions.	All academic and student support programs and services are currently under review by appropriate consolidation committees to determine what adjustments are needed for the consolidated support units at SGSC and their regular assessment.
Administrative Support Services	SGC and WC maintain and assess administrative support services.	SGC and WC use some different processes based on institutional culture and resources	All service units are currently under review by appropriate consolidation committees to create streamlined processes and appropriate assessments
Institutional Effectiveness Assessment Cycle	SGC and WC maintain annual assessment cycles.	Timelines vary between institutions.	Consolidation committee creating common timeline for SGSC.

Means Used to Monitor and Ensure Quality of Changes

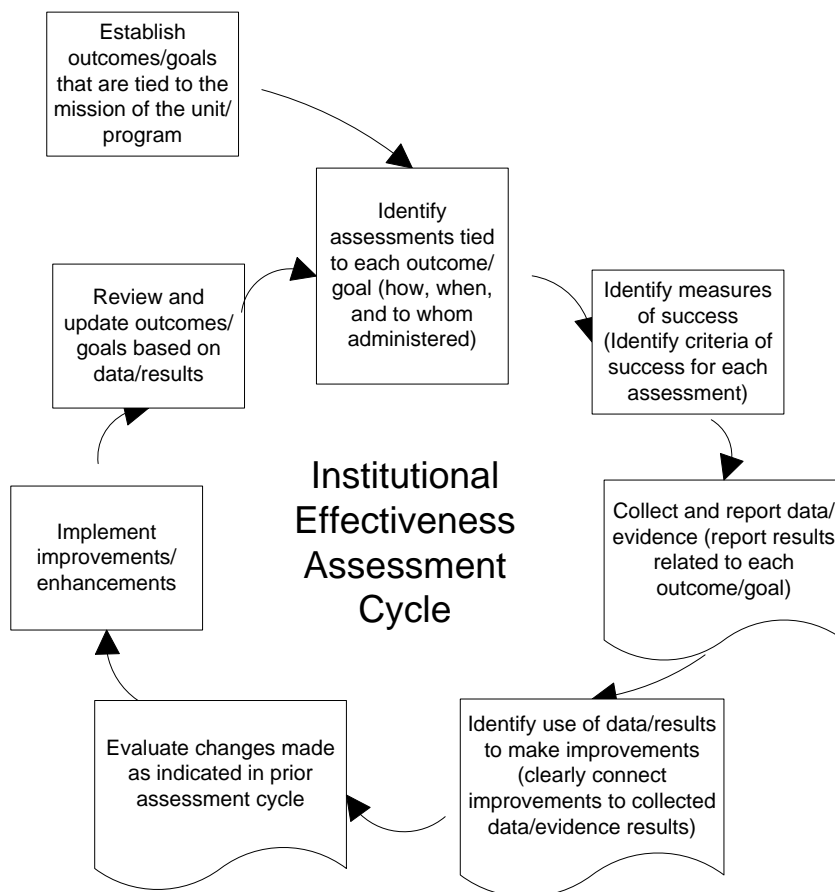
Currently at SGC and WC, the Offices of Institutional Effectiveness and Academic Affairs implement systematic, rigorous processes to form a meaningful link between planning and assessment, providing evidence of continuous improvement of academic programs and support units. Each office collaborates with and assists programs and units to periodically plan, implement, use, and document assessment of expected outcomes.

Under the new institution, SGSC, the Office of Institutional Effectiveness will continue to assist programs with identifying well-defined, measurable student learning outcomes, assessing

achievement of those outcomes based on valid measurement techniques, and applying the results to improve program effectiveness. The Institutional Effectiveness process will be used during the budget allocation process to support the strategic planning process and the allocation of resources.

Each unit of the college will be engaged in an annual planning and assessment cycle according to the following cycle.

Institutional Effectiveness Assessment Cycle



SGSC's methods of institutional effectiveness will be college-wide and include a variety of constituent and stakeholder participation in the planning processes. The cross-section of constituents ensures that budgetary planning is aligned with the strategic planning and institutional effectiveness components of the College.

Summary of Procedures for Systemic Evaluation of Instructional Results

Basic Academic Skills at Entry

As access institutions within the USG, both SGC and WC follow the same USG policies to assess the basic academic skills of students at entry. These assessments include competency testing for proficiency in Mathematics, English, and Reading using COMPASS and SAT/ACT scores. Students that score below cut scores in any of the areas tested are placed into the appropriate level of learning support. The consolidated access institution, SGSC, will adhere to the same USG policies and institutional practices for placing students into learning support.

Both SGC and WC have assessed their learning support curriculum. The results of these assessments have led to course redesigns to improve student performance. Through the consolidation process, the best practices for SGSC are being retained to create new learning support courses that improve the performance of students. These redesigned courses will become part of the continuous assessment and improvement process at SGSC to ensure each course continues to meet student needs.

General education

The general education core at SGC, WC, and the consolidated institution SGSC are all regulated by the USG Council on General Education. The role of the Council is to:

- Oversee and maintain the integrity of the USG Core Curriculum
- Promote the importance and quality of the Core Curriculum at the various System institutions
- Establish criteria that determine which courses are appropriate for inclusion in the Core Curriculum
- Ensure the transferability of the Core Curriculum among System institutions.

In addition to serving as a clearinghouse for the System's Core Curriculum, the Council is also responsible for reviewing and approving student learning outcomes for each area of the Core and for the Core overlay requirements of global perspectives, U.S. perspectives, and critical thinking. Any changes to Areas A-E of an institution's Core or to an institution's student learning outcomes require the Council's approval. Approved additions or deletions are then posted to the System's website.

SGC and WC faculty and SGC's Academic Council have completed the consolidation of the core with associated learning outcomes between the two institutions. The curricula of the two institutions with their associated learning outcomes were similar in Areas A, C, D and E of the core but had differences with regard to Area B (Institutional Options). The Academic Affairs Working Group for consolidation has resolved these differences and created a common general

education core for SGSC. The faculty at SGC and WC have approved the new core and associated general education learning outcomes for SGSC which are presented in the table below. The new core has been forwarded to the USG Council for final approval.

Table 17: South Georgia State College Proposed General Education Learning Outcomes

GOALS	OUTCOMES
Learning Goal A1 (Communications) 6 hours	Students will adapt communication to purpose and audience using the conventions of standard written English.
Learning Goal A2 (Quantitative) 3 hours	Students will express and manipulate mathematical information and concepts.
Learning Goal B (Institutional Options) 4 hours	Students will demonstrate knowledge of global and regional diversity.
Learning Goal C (Humanities/Fine Arts/Ethics) 6 hours	Students will apply knowledge of historical, social, or cultural influence to understanding works of human creativity.
Learning Goal D (Natural Sciences) 11-12 hours	Students will use reasoning and methods of inquiry to critically analyze data, solve problems, and explain natural phenomena.
Learning Goal E (Social Sciences) 12 hours	Students will analyze the nature of basic historical, political, or cultural aspects of society.
Learning Goal I (US Perspectives)	Students will analyze the nature of U.S. historical, political, or societal issues.
Learning Goal II (Global Perspectives)	Students will analyze the nature of historical, political, or societal issues from various viewpoints across the globe.
Learning Goal III (Critical Thinking)	Students will analyze, evaluate, and synthesize information in order to make inferences and draw conclusions.

Complete College Georgia

SGC and WC are part of the BOR Complete College Georgia (CCGA) initiative to improve the retention, progression, and graduation (RPG) of students. Due to the consolidation, a team of representatives from both institutions developed a comprehensive CCGA Plan that establishes goals, strategic foci, institutional goals, and metrics for implementation and feedback to improve the retention, progression, and graduation rate of students. A summary of the areas that are addressed in the CCGA Plan for SGSC are outlined below. The comprehensive CCGA plan for SGSC is available [9A].

Table 18: Matrix of Key Words from SGSC Mission, USG Goals, SGSC Strategic Foci & Goals, and CCA Metrics

Key Words from Mission	USG Goals	Strategic Foci & Institutional Goals	CCA Metrics
innovative teaching and learning experiences access to unique ecological sites	Goals One, Three, and Six Excellence in undergraduate education; Research across disciplines; Increase efficiency	Innovative Teaching & Learning 1. Advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.	Increase Efficiencies -graduation rates -retention rates -credit hours at time of completion -course completion ratio
supportive learning environment	Goal Six Increase efficiency	Learning Environment 2. Foster an environment that supports education through the integration and interdependence of living and learning provided by cost-effective college-wide support services.	
a state college of the University System of Georgia	Goals Two and Four Enrollment capacity; Increase efficiency	Access 3. Enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.	Increase Numbers -degrees conferred annually -number of students enrolled who are a)first generation, b) Pell eligible, and c) adult learners
high-quality associate and select baccalaureate degree programs access to unique ecological sites	Goal One Excellence in undergraduate education	High-Quality Academic Programs 4. Promote academic excellence by providing high-quality educational programs.	Quality -assessment of SLOs in all core courses & academic degree programs -curriculum review & approval -evaluations of instructors and course content -academic program review -program-review by accrediting bodies -SACSCOC accreditation & reaffirmation
Multi-campus	Goal Six Increase efficiency	Multi-Campus Operation 5. Ensure that the institution is fiscally responsible.	

The implementation of the student success initiative to promote the RPG of minorities, first generation students, students with disabilities, and adult and military students serves as an example of a CCGA initiative for SGSC (Goals 1 & 2). To address the needs of this target population, SGSC will create initiatives for a cohort approach, early alert warning system, supplemental instruction, academic advising, and tutoring. Key performance indicators will be established for retention and graduation rates, degree completion, exit rates in learning support, and core course success rates. These performance indicators will be referenced against historical institutional baseline data. The Vice Presidents for Academic Affairs and Student Success, Division Chairpersons and Deans, and the Director of Institutional Effectiveness will work in concert to review and evaluate the student success data using data analytics, feedback from the faculty, and evaluations by students to make needed changes. An end of semester report, including metrics, targets, and additional resource needs/budget implications, will be presented at a bi-annual meeting of the CCGA planning team and to the President's Cabinet. Descriptions of the process of planning and implementing other SGSC CCGA Plan initiatives can be found in the SGC/WC Campus Completion Plan for Complete College Georgia [9A].

The SGSC CCGA team will monitor the effectiveness of the CCGA initiative, sharing program information with the college community and providing leadership in continuous quality improvement. Working closely with the Office of Institutional Effectiveness, the CCG team will collect and evaluate program data and provide a yearly assessment report to all key constituents across the College. After carefully reviewing internal program data, data from peer institutions, and key constituency feedback, the CCG team will recommend appropriate program modifications, establishing new measures of success as needed.

Comprehensive Program Review

The Comprehensive Program Review (CPR) process is a campus-based program review with the University System Office serving in an oversight capacity to evaluate initial program review processes and conduct periodic audits. Each USG institution conducts academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution develops procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs involves analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews are used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustments may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

An institution's cycle of review for all undergraduate academic programs is no longer than seven years. Newly approved programs will automatically be reviewed seven years after launch. If successfully reviewed, the new program will then become part of the regular institutional cycle. If unsuccessful, the institution will present a plan of action to the System Office. Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten years. Institutions must also review General Education every five years; learning outcomes for each Area A-E of institutional core curricula must be approved by the Council on General Education. Institutions are also encouraged to review Learning Support programs.

Each USG institution will provide a web link outlining institutional comprehensive program review procedures and will post program review results on a password protected institutional web site, which will include the institutional review cycle and a summary of current institutional reviews.

Academic Affairs staff will perform spot audits on the posted institutional comprehensive program reviews to ensure that reviews are being used to inform institutional decision-making on the issues of program quality, productivity and viability. The System Office staff will continue to provide data on programs with low enrollment for institutional information.

Due to varying CPR cycles between SGC and WC for overlapping programs, comprehensive program review cycles will need to be realigned for SGSC. The consolidation committee is working with the BOR to establish new system-mandated review cycles that will meet the needs of the new institution.

The institution also cyclically assesses the institutional effectiveness of several of its programs through national discipline-specific accrediting agencies to enhance the quality of its programs. SGC and WC are currently working with their respective agencies to convert their accreditation to SGSC. The accrediting agencies and their accreditation status in the consolidation process are described below.

National League for Nursing Accrediting Commission, Inc.
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Programs Accredited: SGC, A.S. in Nursing

Date of Last Review: SGC, 2010

Comments: The A.S. in Nursing program at SGC is currently accredited through February 2013. Dr. Scott C. Thigpen, Dean of the School of Nursing, has notified the National League of Nursing of the consolidation.

Consolidation's Effect on the Institutional Strategic Plan

The vision, mission, and goals for SGC and WC are currently aligned with the Vision, Mission, and Goals Statements of the USG BOR. With BOR approval of the consolidation of SGC and WC to create SGSC, the Administrative Working Subgroup for consolidation began the process of creating a new vision, mission, and goals aligned to the BOR. Excerpts from the current *Vision, Mission, and Goals Statement* for the BOR and the USG that are particularly pertinent to the purpose of this consolidation that guided the consolidation work groups include:

- “The University System of Georgia will create a more educated Georgia....” (Vision Statement)
- “The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing [its] resources...to bear on the economic development of the State and the continuing education of its citizens.” (Mission Statement)
- “Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions...to expand and enhance programs and services available to the citizens of Georgia.” (Mission Statement)
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 1. Renew excellence in undergraduate education to meet 21st century student needs.” (Goals Statement)
- “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 6. Increase efficiency, working as a System.” (Goals Statement)

Consistent with these strategic directives, the BOR established the following principles to guide the consolidation work groups.

- Increase opportunities to raise education attainment levels.
- Improve accessibility, regional identity, and compatibility.
- Avoid duplication of academic programs while optimizing access to instruction.
- Create significant potential for economies of scale and scope.
- Enhance regional economic development.
- Streamline administrative services while maintaining or improving service level and quality.

After months of study, the SGSC Campus Consolidation Working Group recommended the following mission that aligned with the Vision, Mission, and Goals of the USG and supported the principles of consolidation developed by the BOR. On August 7, 2012 the BOR approved

the name for the new institution, South Georgia State College, and the following mission statement on May 8, 2012:

South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

This new mission reflects a consolidation of the similar missions of the two previous institutions that emphasized providing quality education to serve the educational needs of students and the community. By improving the efficiency of delivery through the elimination of duplicate services and programs, South Georgia State College will be able to leverage the educational resources of the previous institutions to increase access and quality program availability for military personnel, early enrollment students, and traditional and non-traditional residential and commuter students from urban and rural environments and these measures will also raise educational levels of residents throughout South Georgia, contributing to the USG Vision of Creating a More Educated Georgia.

The SGSC Consolidation Working Group charged with composing the mission statement for SGSC drafted institutional goals for SGSC that provide for a smooth transition that will not negatively impact students. The goals are:

- Advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.
- Foster an environment that supports education through the integration and interdependence of living and learning provided by cost-effective college-wide support services.
- Enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.
- Promote academic excellence by providing high-quality educational programs.
- Ensure that the institution is fiscally responsible.

These goals were proposed, discussed, and revised at the SGC/WC Leadership Retreat held on June 7, 2012.

Consolidation's Effect on the Campus Master Plan

The launching of an annual capital project has already been effected for FY 2013 as a result of the consolidation. During the coming year, the BOR in conjunction with SGSC will be conducting capacity studies to determine facility needs that will support the two campuses of the new institution. On the Douglas Campus the BOR approved a \$2.5 million capital project for the renovation of Davis Hall. The project was authorized due to the creation of a SGSC Complete College Georgia plan that required a functional space to support the retention, progression, and graduation of students.

FY 2014 funding requests to the BOR will be prepared in the spring of 2013 as part of the institutional budget request process. The USG is also conducting this fall a system-wide space utilization study for each of its institutions that will provide important input into campus master planning. That project is scheduled to be completed in October 2012. The results of that study and other developments will be incorporated into the Documentation for the 2013 Substantive Change Committee visit.

Evidence

[9A] SGC/WC Campus Completion Plan for Complete College Georgia

[9B] SGSC Strategic Plan

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
Atlanta, Georgia
January 10-11, 2012**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, January 10, 2012, and Wednesday, January 11, 2012, in the Board Room, 270 Washington Street, S.W, in Atlanta, Georgia. The Chair of the Board, Regent Benjamin J. Tarbutton, III, called the meeting to order at approximately 1:00 p.m. on Tuesday, January 10, 2012, and again at 10:05 a.m. on Wednesday, January 11, 2012. Present on Tuesday and Wednesday, in addition to Chair Tarbutton, were Vice Chair William H. NeSmith, Jr., and Regents C. Dean Alford, Kenneth R. Bernard, Jr., Larry R. Ellis, Rutledge A. Griffin, Jr., Robert F. Hatcher, C. Thomas Hopkins, Jr., W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, Willis J. Potts, Jr., Neil L. Pruitt, Jr., Kessel D. Stelling, Jr., Richard L. Tucker, Larry Walker, and Philip A. Wilheit, Sr.

INVOCATION AND PLEDGE

The invocation and Pledge of Allegiance were given on each day by Regent Donald M. Leebern, Jr.

SAFETY BRIEFING

The safety briefing was given on Tuesday, January 10, 2012, by Chief Bruce Holmes.

APPROVAL OF MINUTES

The minutes of the Board of Regents meeting held on November 8-9, 2011 were unanimously approved.

RECOGNITION OF SPECIAL GUESTS AND NEW REGENT

Chairman Tarbutton recognized two special guests from the State Legislature: Representative Carl Rodgers and Senator Buddy Carter, Chairs of the House and Senate Higher Education Committee, respectively.

Chairman Tarbutton also recognized new Regent Alford, who was appointed by Governor Nathan Deal in early January, 2012, to fill the seat previously held by former Regent Wanda C. Rodwell. Regent Rodwell's term expired in December, 2011. Regent C. Dean Alford has served in key leadership roles for the citizens of the state of Georgia, most recently as a member of the governing board of the Technical College System of Georgia.

RECOGNITION OF EXECUTIVE LEADERSHIP INSTITUTE SCHOLARS

Chairman Tarbutton recognized Chancellor Henry M. Huckaby and Assistant Vice Chancellor Tina Woodward, who introduced to the Board four of this year's Executive Leadership Institute Scholars: Reda Rowell, Director of Office Development at Clayton State University; Dr. Keisha Hoerrner, Department Chair and Professor at Kennesaw State University; Dr. Andy Meyer, Assistant Vice President of Academic Affairs at Dalton State College; and Dr. Amy Ballagh, Assistant to the Vice President for Student Affairs and Enrollment Management at Georgia Southern University.

SPECIAL CONSOLIDATION COMMITTEE

The Special Committee on Consolidation, meeting as a committee of the whole, met on Tuesday, January 10, 2012, at approximately 1:10 p.m. in the Board Room. Board Chair Tarbutton introduced Executive Vice Chancellor Steve Wrigley, and Associate Vice Chancellor Shelley Nickel, who presented to the committee the Chancellor's recommendations of consolidation:

1. That the Board approve the proposed consolidation of Augusta State University and the Georgia Health Sciences University;
2. That the Board approve the proposed consolidation of South Georgia College and Waycross College;
3. That the Board approve the proposed consolidation of North Georgia College & State University and Gainesville State College;
4. That the Board approve the proposed consolidation of Middle Georgia College and Macon State College; and
5. That the Board authorize the Chancellor to take those measures which the Chancellor deems necessary and prudent to give effect to the Board's determination that these institutions be consolidated so as to enhance and improve educational offerings and student success. All final determinations regarding consolidations, including effective dates, shall be made by the Board, in consultation with the Chancellor.

The committee voted unanimously to accept the Chancellor's recommendations. A copy of the presentation is available for inspection in the office of the Secretary to the Board. The committee meeting adjourned at approximately 1:39 p.m.

INTRODUCTION OF NEW PRESIDENTS

The Chancellor introduced three new presidents who began in their new roles on January 1, 2012.

President Max Burns is the new President of Gordon College. President Burns previously served the University System as a faculty member at Georgia Southern University and as Dean of Business at North Georgia College and State University.

Interim President Robert Boehmer is serving as the chief executive at East Georgia College. President Boehmer has held various faculty and administrative roles at the University of Georgia.

Interim President Robert Watts is serving as the chief executive at Georgia Highlands College. Mr.

Watts has held various leadership roles within the University System, most recently as Chief Operating Officer for the University System.

GEORGIA STUDENT ACCESS LOAN PROGRAM

Mr. Tim Connell, President of Georgia student Finance Commission greeted the Board and presented information regarding the new loan program and its relationship to the Hope Scholarship. A copy of President Connell's presentation is on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE REPORTS

The reports of the standing committees are attached hereto.

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

There was none.

PETITIONS AND COMMUNICATIONS


The Secretary to the Board announced that the next regular meeting of the Board is scheduled for February 8 and 9, 2012, in Atlanta.

EXECUTIVE SESSION


At approximately 11:10 a.m. on Wednesday, January 11, 2012, Chair Tarbutton called for an executive session for the purpose of discussing personnel matters. With motion properly made and variously seconded, the Regents voted unanimously to go into executive session. University System of Georgia staff members who were also present for portions of the executive session included Chancellor Huckaby and members of his staff. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board. At approximately 11:56 a.m. on Wednesday, January 11, 2012, Chair Tarbutton reconvened the Board meeting in its regular session and announced that no actions were taken during the executive session.

ADJOURNMENT

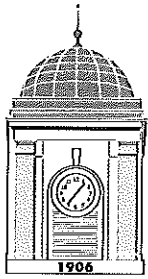
There being no further business to come before the Board, the meeting was adjourned at approximately 11:59 a.m. on Wednesday, January 11, 2012.



Benjamin J. Tarbutton, III
Chair, Board of Regents
University System of Georgia



J. Burns Newsome
Secretary, Board of Regents
University System of Georgia



1B (return)

South Georgia College

A Degree of Difference

Office of the President

January 24, 2012

Dr. Belle S. Wheelan, President
SACS Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033

RE: Substantive Change Notification

Dear Dr. Wheelan:

This letter is notification to the SACS Commission on Colleges of the intent to merge South Georgia College and Waycross College. Both institutions are members of the University System of Georgia and are each accredited by the SACS Commission on Colleges.

On January 10, 2012, the Board of Regents of the University System of Georgia approved the consolidation of South Georgia College and Waycross College. The colleges will submit a combined prospectus for substantive change for the October 1, 2012 deadline for consideration by the SACS Board of Trustees for a January 1, 2013 merger date.

We are excited about the new opportunities that this merger/consolidation will bring to South Georgia College, Waycross College, and the communities they serve.

Thank you for your assistance.

Sincerely,

Virginia M. Carson, Ph.D.
President
South Georgia College

Mary Ellen Wilson, Ph.D.
President
Waycross College



1C (return)

University System of Georgia
Creating A More Educated Georgia

Regents approve new names for two remaining consolidating institutions

Atlanta — August 7, 2012

As of today there are now new names for all four new institutions being created as a result of the consolidation of eight current colleges and universities in the University System of Georgia. The Board of Regents approved today names for the final two pairs of consolidating institutions, following earlier action in May on names for the other two pairs.

The Board approved the name South Georgia State College for the consolidated institutions of South Georgia College (Douglas) and Waycross College (Waycross) and Georgia Regents University for the consolidation in Augusta of Augusta State University and Georgia Health Sciences University.

The new names will be effective upon the new institutions receiving approval by the Southern Association of Colleges and Schools (SACS) and the Board of Regents in January 2013.

"While a tremendous amount of work and effort is underway as we create new institutions through the consolidation process, the name is a powerful symbol that will give focus and direction to the process," said Shelley Nickel, associate vice chancellor for Planning and Implementation in presenting the proposed names to the Board.

Nickel outlined to the Board the extensive process followed by the consolidation working groups to solicit from sources in local communities and on the four campuses both information and suggestions. In the case of Augusta, the working group also used the services of the A.L. Burruss Institute of Public Service and Research at Kennesaw State University to conduct national opinion research.

The effort resulted in the development and final submission to the regents the top name recommendations of the consolidation working groups.

In May, the board approved the name University of North Georgia for the new institution created through the consolidation of North Georgia College & State University in Dalton and Gainesville State College as well as the name Middle Georgia State College for the consolidation of Middle Georgia College in Cochran and Macon State College.

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MEDIA CONTACT

John Millsaps
404-656-2250
medpub@usg.edu

BROWSE RELEASES BY CATEGORY

- [Augusta State University](#)
- [Gainesville State College](#)
- [Georgia Health Sciences University](#)
- [Macon State College](#)
- [Middle Georgia College](#)
- [North Georgia College & State University](#)
- [South Georgia College](#)
- [Waycross College](#)
- [Board of Regents Actions](#)

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
Atlanta, Georgia
May 8-9, 2012**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, May 8, 2012, and Wednesday, May 9, 2012, in the Board Room, 270 Washington Street, S.W, in Atlanta, Georgia. The Chair of the Board, Regent Benjamin J. Tarbutton, III, called the meeting to order at approximately 1:00 p.m. on Tuesday, May 8, and again at 9:00 a.m. on Wednesday, May 9. Present on Tuesday and Wednesday, in addition to Chair Tarbutton, were Vice Chair William H. NeSmith, Jr., and Regents C. Dean Alford, Kenneth R. Bernard, Jr., Larry R. Ellis, Robert F. Hatcher, C. Thomas Hopkins, Jr., W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, Willis J. Potts, Jr., Kessel D. Stelling, Jr., Richard L. Tucker, Larry Walker, and Philip A. Wilheit, Sr. Regents Rutledge A. Griffin, Jr. and Neil L. Pruitt, Jr. were present on Tuesday and excused on Wednesday.

INVOCATION AND PLEDGE

The invocation and Pledge of Allegiance were given on each day by Regent W. Mansfield Jennings, Jr.

ATTENDANCE REPORT

The attendance report was given on each day by Secretary Burns Newsome.

SAFETY BRIEFING

The safety briefing was given on Tuesday, May 8, by Chief Bruce Holmes.

APPROVAL OF MINUTES

The minutes of the Board of Regents meetings held on April 17-18, 2012, and on April 27, 2012, were unanimously approved.

CHANCELLOR'S REMARKS

Chancellor Henry M. Huckaby briefed the Board on the various commencement exercises occurring in the University System and on the many exciting initiatives in the University System. He recognized and thanked retiring and departing members of the Chancellor's staff, and informed the Board of issues to come before the Board in the coming months. The Chancellor also welcomed the University System's new Executive Vice Chancellor and Chief Academic Officer, Dr. Houston Davis. An audio recording of the Chancellor's remarks are on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE OF THE WHOLE: SPECIAL CONSOLIDATION COMMITTEE

The Special Committee on Consolidation, meeting as a committee of the whole, met on Tuesday, May 8, 2012, at approximately 1:23 p.m. in the Board Room. Vice Chair William H. NeSmith, Jr. was excused from attendance. Chair Tarbutton introduced Associate Vice Chancellor Shelley Nickel, who presented to

the committee the Chancellor's recommended mission statements, name changes, and action plans for consolidated institutions.

1. Mission Statement: South Georgia College and Waycross College

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of South Georgia College and Waycross College:

[Consolidated Institution], a state college of the University System of Georgia, is a multi-campus, student centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

2. Mission Statement: Macon State College and Middle Georgia College

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Macon State College and Middle Georgia College:

The mission of [the Consolidated Institution] is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region.

3. Mission Statement: Gainesville State College and North Georgia College & State University

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Gainesville State College and North Georgia College & State University:

[The Consolidated Institution], a regional, multi-campus institution and the state's premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. [Consolidated Institution] is a University System of Georgia leadership institution and is the Military College of Georgia.

4. Mission Statement: Augusta State University and The Georgia Health Sciences University

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Augusta State College and the Georgia Health Sciences University:

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center, with a wide range of programs from learning assistance through postdoctoral studies.

5. Name Change: University of North Georgia

On motion properly made and seconded by Regent C. Dean Alford, the Board determined that the name of the consolidated institution formerly known as Gainesville State College and North Georgia College & State University will be “University of North Georgia.” Regents Ellis, Hopkins, Jolly, and Stelling voted against the motion.

6. Action Plan and Name Change: Middle Georgia State College

On motion properly made and unanimously seconded, the Board resolved:

That the new name for the consolidated institution of Middle Georgia College and Macon State College, effective upon receiving in January 2013 approval of consolidation from both the Southern Association of Colleges and Schools (SACS) and the Board of Regents, be “Middle Georgia State College;” and

That the consolidated institution be directed to undertake a self-study for a level change to become a university to meet the needs of the Middle Georgia region; and

That upon the completion of the authorized self-study, application to SACS shall be made for their renewal and approval; and

That upon approval of the level change to university status by SACS it shall stand approved by the Board of Regents, and the name of the institution shall be “Middle Georgia University;” and

That all steps necessary be taken by the consolidated institution and the Board of Regents to insure approval of university status within 24 months of this date; and

That consideration be given to the initial advanced degree programs being offered at the Houston County campus of Middle Georgia University.

There being no further business to come before the committee, the meeting was adjourned at approximately 2:00 p.m. on Tuesday, May 8, 2012.

SPECIAL RECOGNITION: RETIRING PRESIDENTS

At approximately 9:05 a.m. on Wednesday, May 9, 2012, Chair Tarbutton recognized Chancellor Henry M. Huckaby for a special presentation. Chancellor Huckaby made special recognition to retiring Presidents William A. Bloodworth, Jr. and Martha T. Nesbitt, of Augusta State University and Gainesville State College, respectively. Presidents Bloodworth and Nesbitt thanked the Board to lead their institutions through many changes and accomplishments, and thanked the Board for its continued support of their institutions. An audio recording of the remarks from Presidents Bloodworth and Nesbitt is on file and available for inspection in the Office of the Secretary to the Board.

SPECIAL RECOGNITION: REGENTS TEACHING EXCELLENCE AWARDS FOR DEPARTMENTS AND PROGRAMS

At approximately 9:15 a.m. on Wednesday, May 9, 2012, Chair Tarbutton recognized Associate Vice Chancellor Linda Noble for a special presentation of the Regents Teaching Excellence Awards for

Departments and Programs. Dr. Noble announced that the First Year Composition Program at the University of Georgia and the Lewis F. Rogers Institute for Environmental Spatial Analysis at Gainesville State College were co-winners of this year's award. An audio recording of the acceptance remarks is on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS

The Committee on Academic Affairs, meeting as a committee of the whole, met on Wednesday, May 9, 2012, at approximately 9:40 a.m. in the Board Room. Chair Kessel D. Stelling, Jr. introduced Colonel Billy Wells, Vice President of Executive Affairs at North Georgia College & State University; President Lisa Rossbacher of Southern Polytechnic State University; Dr. Jon Sizemore, the Board's Assistant Vice Chancellor for Distance Education; and Dr. Melanie Clay, Dean of eCore at the University of West Georgia; each of whom made a presentation to the Board regarding the University System's efforts at greater college completion. Copies of the presentations and an audio recording of the presentations are on file and available for inspection in the Office of the Secretary to the Board. The committee meeting adjourned at approximately 9:58 a.m. on Wednesday, May 9, 2012.

COMMITTEE REPORTS

The reports of the standing committees are attached hereto.

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

There was none.

PETITIONS AND COMMUNICATIONS

The Secretary to the Board announced that the next regular meeting of the Board is scheduled for August 7-8, 2012, in Atlanta.

EXECUTIVE SESSION

At approximately 10:45 a.m. on Wednesday, May 9, 2012, Chair Tarbutton called for an executive session for the purpose of discussing personnel matters. With motion properly made and unanimously seconded, the Regents voted unanimously to go into executive session. University System of Georgia staff members who were also present for portions of the executive session included Chancellor Huckaby and members of his staff. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

At approximately 11:15 a.m. on Wednesday, May 9, 2012, Chair Tarbutton reconvened the Board meeting in its regular session and announced that no actions were taken during the executive session.

OPEN SESSION

1. Reappointment of Presidents

On motion properly made and unanimously seconded, the Board reappointed Presidents Adams, Allbritten, Azziz, Becker, Blanchard, Bleicken, Bridges, Burns, Carson, Carvajal, Freeman, Hepburn, Hynes, Jacobs, Kaufman, Keel, McGaha, McKinney, Mescon, Papp, Peterson, Rivers, Rossbacher, Schwenn, Sireno, and Sethna to their respective presidencies for Fiscal Year 2012-13, per terms negotiated by the Chancellor.

2. Salary Increases: Presidents Gary McGaha and David Bridges

On motion properly made and unanimously seconded, the Board authorized increases in the annual salaries of Presidents Gary McGaha and David Bridges to \$198,000 each per year.

3. Compensation Adjustment: President Dan Papp

On motion properly made and unanimously seconded, the Board authorized an amendment to the compensation schedule for President Dan Papp of Kennesaw State University, to increase President Papp's annual salary by \$10,523 with a salary supplement in that amount from the Kennesaw State University Foundation, and to provide deferred compensation to President Papp in the amount of \$40,000, also from the Kennesaw State University Foundation. This amendment to President Papp's compensation was made expressly subject to the appropriate annual contributions from the Kennesaw State University Foundation. The amendment to the compensation schedule shall be effective upon affirmative approval of the Kennesaw State University Foundation.

4. Reappointment of President Michael Stoy

On motion properly made and unanimously seconded, the Board reappointed Dr. Michael Stoy as President of Middle Georgia College through December 31, 2012, per terms negotiated by the Chancellor.

5. Reappointment of Director James Sanders

On motion properly made and unanimously seconded, the Board reappointed Dr. James Sanders as the Director of the Skidaway Institute of Oceanography and determined that Dr. Sanders' annual salary be increased to \$198,000 per year.

6. Appointment of President Cheryl Dozier: Savannah State University

On motion properly made and unanimously seconded, the Board waived that portion of Board Policy 2.1 which prevents an interim president from being appointed on a permanent basis, and appointed Dr. Cheryl Dozier as President of Savannah State University, per terms negotiated by the Chancellor.

7. Amendment of Compensation: President Michael Adams

On motion properly made and unanimously seconded, the Board amended the compensation schedule for President Michael Adams, as follows:

- a. The Board will, not later than January 1, 2013, make a one-time contribution to President Adams' Executive 457(f) Deferred Compensation Account of \$600,000, in recognition both of distinguished service to the Board since 1997 and in anticipation of continued distinguished performance for this coming fiscal year. This sum is in addition to, and not in lieu of, current obligations to the plan.
 - b. The Board and Chancellor committed to grant 24 months of employment to President Adams following his presidency at his current compensation in a position to be determined by the Chancellor. This commitment is expressly subject to Board Policy 2.4.
 - c. The Board and the Chancellor committed to grant to President Adams, following the termination of his two years of presidential transition period, 36 months of employment as a Regents Professor at the University of Georgia at his current presidential base salary. This provision is expressly subject to the continuing approval of the President of the University of Georgia and Board Policy 8.3.2.
8. Amendment of Compensation: President G.P. Peterson

On motion properly made and unanimously seconded, the Board approved six annual contributions in equal annual installments of \$166,666 to the Executive 457(f) Deferred Compensation Account of President G.P. Peterson of the Georgia Institute of Technology. Such deferred compensation funds shall not vest prior to June 30, 2018. Each annual contribution is subject to the transfer of funds from the Georgia Tech Foundation, Inc., on or before June 30 of each fiscal year and shall be effective upon the affirmative approval of the Georgia Tech Foundation. An award, if any, to President Peterson on or after June 30, 2018, shall be subject to the sole approval of the Board of Regents.

9. Waiver of Policy on Employment of Relatives: Georgia Perimeter College

On motion properly made and unanimously seconded, the Board waived Board Policy 8.2.3, regarding the employment of relatives, to allow Rob Watts to serve as the Interim President of Georgia Perimeter College, with the understanding that all matters related to the employment of Dr. Tina Stern will be addressed by Executive Vice Chancellor Houston Davis and his staff for the duration of President Watts' appointment.

10. Authorization to Chancellor

On motion properly made and unanimously seconded, the Board authorized Chancellor Henry Huckaby to take those actions which he believes necessary and prudent to protect the Board's interests prior to the Board's regularly scheduled August meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:58 a.m. on Wednesday, May 9, 2012.

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
Atlanta, Georgia
January 10-11, 2012**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, January 10, 2012, and Wednesday, January 11, 2012, in the Board Room, 270 Washington Street, S.W, in Atlanta, Georgia. The Chair of the Board, Regent Benjamin J. Tarbutton, III, called the meeting to order at approximately 1:00 p.m. on Tuesday, January 10, 2012, and again at 10:05 a.m. on Wednesday, January 11, 2012. Present on Tuesday and Wednesday, in addition to Chair Tarbutton, were Vice Chair William H. NeSmith, Jr., and Regents C. Dean Alford, Kenneth R. Bernard, Jr., Larry R. Ellis, Rutledge A. Griffin, Jr., Robert F. Hatcher, C. Thomas Hopkins, Jr., W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, Willis J. Potts, Jr., Neil L. Pruitt, Jr., Kessel D. Stelling, Jr., Richard L. Tucker, Larry Walker, and Philip A. Wilheit, Sr.

INVOCATION AND PLEDGE

The invocation and Pledge of Allegiance were given on each day by Regent Donald M. Leebern, Jr.

SAFETY BRIEFING

The safety briefing was given on Tuesday, January 10, 2012, by Chief Bruce Holmes.

APPROVAL OF MINUTES

The minutes of the Board of Regents meeting held on November 8-9, 2011 were unanimously approved.

RECOGNITION OF SPECIAL GUESTS AND NEW REGENT

Chairman Tarbutton recognized two special guests from the State Legislature: Representative Carl Rodgers and Senator Buddy Carter, Chairs of the House and Senate Higher Education Committee, respectively.

Chairman Tarbutton also recognized new Regent Alford, who was appointed by Governor Nathan Deal in early January, 2012, to fill the seat previously held by former Regent Wanda C. Rodwell. Regent Rodwell's term expired in December, 2011. Regent C. Dean Alford has served in key leadership roles for the citizens of the state of Georgia, most recently as a member of the governing board of the Technical College System of Georgia.

RECOGNITION OF EXECUTIVE LEADERSHIP INSTITUTE SCHOLARS

Chairman Tarbutton recognized Chancellor Henry M. Huckaby and Assistant Vice Chancellor Tina Woodward, who introduced to the Board four of this year's Executive Leadership Institute Scholars: Reda Rowell, Director of Office Development at Clayton State University; Dr. Keisha Hoerrner, Department Chair and Professor at Kennesaw State University; Dr. Andy Meyer, Assistant Vice President of Academic Affairs at Dalton State College; and Dr. Amy Ballagh, Assistant to the Vice President for Student Affairs and Enrollment Management at Georgia Southern University.

SPECIAL CONSOLIDATION COMMITTEE

The Special Committee on Consolidation, meeting as a committee of the whole, met on Tuesday, January 10, 2012, at approximately 1:10 p.m. in the Board Room. Board Chair Tarbutton introduced Executive Vice Chancellor Steve Wrigley, and Associate Vice Chancellor Shelley Nickel, who presented to the committee the Chancellor's recommendations of consolidation:

1. That the Board approve the proposed consolidation of Augusta State University and the Georgia Health Sciences University;
2. That the Board approve the proposed consolidation of South Georgia College and Waycross College;
3. That the Board approve the proposed consolidation of North Georgia College & State University and Gainesville State College;
4. That the Board approve the proposed consolidation of Middle Georgia College and Macon State College; and
5. That the Board authorize the Chancellor to take those measures which the Chancellor deems necessary and prudent to give effect to the Board's determination that these institutions be consolidated so as to enhance and improve educational offerings and student success. All final determinations regarding consolidations, including effective dates, shall be made by the Board, in consultation with the Chancellor.

The committee voted unanimously to accept the Chancellor's recommendations. A copy of the presentation is available for inspection in the office of the Secretary to the Board. The committee meeting adjourned at approximately 1:39 p.m.

INTRODUCTION OF NEW PRESIDENTS

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Watts has held various leadership roles within the University System, most recently as Chief Operating Officer for the University System.

GEORGIA STUDENT ACCESS LOAN PROGRAM

Mr. Tim Connell, President of Georgia student Finance Commission greeted the Board and presented information regarding the new loan program and its relationship to the Hope Scholarship. A copy of President Connell's presentation is on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE REPORTS

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UNFINISHED BUSINESS

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NEW BUSINESS

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PETITIONS AND COMMUNICATIONS


The Secretary to the Board announced that the next regular meeting of the Board is scheduled for February 8 and 9, 2012, in Atlanta.

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ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:59 a.m. on Wednesday, January 11, 2012.



Benjamin J. Tarbutton, III
Chair, Board of Regents
University System of Georgia



J. Burns Newsome
Secretary, Board of Regents
University System of Georgia



2B (return)

University System of Georgia
Creating A More Educated Georgia

Regents approve new names for two remaining consolidating institutions

Atlanta — August 7, 2012

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"While a tremendous amount of work and effort is underway as we create new institutions through the consolidation process, the name is a powerful symbol that will give focus and direction to the process," said Shelley Nickel, associate vice chancellor for Planning and Implementation in presenting the proposed names to the Board.

Nickel outlined to the Board the extensive process followed by the consolidation working groups to solicit from sources in local communities and on the four campuses both information and suggestions. In the case of Augusta, the working group also used the services of the A.L. Burruss Institute of Public Service and Research at Kennesaw State University to conduct national opinion research.

The effort resulted in the development and final submission to the regents the top name recommendations of the consolidation working groups.

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**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
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INVOCATION AND PLEDGE

The invocation and Pledge of Allegiance were given on each day by Regent W. Mansfield Jennings, Jr.

ATTENDANCE REPORT

The attendance report was given on each day by Secretary Burns Newsome.

SAFETY BRIEFING

The safety briefing was given on Tuesday, May 8, by Chief Bruce Holmes.

APPROVAL OF MINUTES

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CHANCELLOR'S REMARKS

Chancellor Henry M. Huckaby briefed the Board on the various commencement exercises occurring in the University System and on the many exciting initiatives in the University System. He recognized and thanked retiring and departing members of the Chancellor's staff, and informed the Board of issues to come before the Board in the coming months. The Chancellor also welcomed the University System's new Executive Vice Chancellor and Chief Academic Officer, Dr. Houston Davis. An audio recording of the Chancellor's remarks are on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE OF THE WHOLE: SPECIAL CONSOLIDATION COMMITTEE

The Special Committee on Consolidation, meeting as a committee of the whole, met on Tuesday, May 8, 2012, at approximately 1:23 p.m. in the Board Room. Vice Chair William H. NeSmith, Jr. was excused from attendance. Chair Tarbutton introduced Associate Vice Chancellor Shelley Nickel, who presented to

the committee the Chancellor's recommended mission statements, name changes, and action plans for consolidated institutions.

1. Mission Statement: South Georgia College and Waycross College

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of South Georgia College and Waycross College:

[Consolidated Institution], a state college of the University System of Georgia, is a multi-campus, student centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

2. Mission Statement: Macon State College and Middle Georgia College

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Macon State College and Middle Georgia College:

The mission of [the Consolidated Institution] is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region.

3. Mission Statement: Gainesville State College and North Georgia College & State University

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Gainesville State College and North Georgia College & State University:

[The Consolidated Institution], a regional, multi-campus institution and the state's premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. [Consolidated Institution] is a University System of Georgia leadership institution and is the Military College of Georgia.

4. Mission Statement: Augusta State University and The Georgia Health Sciences University

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Augusta State College and the Georgia Health Sciences University:

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center, with a wide range of programs from learning assistance through postdoctoral studies.

5. Name Change: University of North Georgia

On motion properly made and seconded by Regent C. Dean Alford, the Board determined that the name of the consolidated institution formerly known as Gainesville State College and North Georgia College & State University will be “University of North Georgia.” Regents Ellis, Hopkins, Jolly, and Stelling voted against the motion.

6. Action Plan and Name Change: Middle Georgia State College

On motion properly made and unanimously seconded, the Board resolved:

That the new name for the consolidated institution of Middle Georgia College and Macon State College, effective upon receiving in January 2013 approval of consolidation from both the Southern Association of Colleges and Schools (SACS) and the Board of Regents, be “Middle Georgia State College;” and

That the consolidated institution be directed to undertake a self-study for a level change to become a university to meet the needs of the Middle Georgia region; and

That upon the completion of the authorized self-study, application to SACS shall be made for their renewal and approval; and

That upon approval of the level change to university status by SACS it shall stand approved by the Board of Regents, and the name of the institution shall be “Middle Georgia University;” and

That all steps necessary be taken by the consolidated institution and the Board of Regents to insure approval of university status within 24 months of this date; and

That consideration be given to the initial advanced degree programs being offered at the Houston County campus of Middle Georgia University.

There being no further business to come before the committee, the meeting was adjourned at approximately 2:00 p.m. on Tuesday, May 8, 2012.

SPECIAL RECOGNITION: RETIRING PRESIDENTS

At approximately 9:05 a.m. on Wednesday, May 9, 2012, Chair Tarbutton recognized Chancellor Henry M. Huckaby for a special presentation. Chancellor Huckaby made special recognition to retiring Presidents William A. Bloodworth, Jr. and Martha T. Nesbitt, of Augusta State University and Gainesville State College, respectively. Presidents Bloodworth and Nesbitt thanked the Board to lead their institutions through many changes and accomplishments, and thanked the Board for its continued support of their institutions. An audio recording of the remarks from Presidents Bloodworth and Nesbitt is on file and available for inspection in the Office of the Secretary to the Board.

SPECIAL RECOGNITION: REGENTS TEACHING EXCELLENCE AWARDS FOR DEPARTMENTS AND PROGRAMS

At approximately 9:15 a.m. on Wednesday, May 9, 2012, Chair Tarbutton recognized Associate Vice Chancellor Linda Noble for a special presentation of the Regents Teaching Excellence Awards for

Departments and Programs. Dr. Noble announced that the First Year Composition Program at the University of Georgia and the Lewis F. Rogers Institute for Environmental Spatial Analysis at Gainesville State College were co-winners of this year's award. An audio recording of the acceptance remarks is on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS

The Committee on Academic Affairs, meeting as a committee of the whole, met on Wednesday, May 9, 2012, at approximately 9:40 a.m. in the Board Room. Chair Kessel D. Stelling, Jr. introduced Colonel Billy Wells, Vice President of Executive Affairs at North Georgia College & State University; President Lisa Rossbacher of Southern Polytechnic State University; Dr. Jon Sizemore, the Board's Assistant Vice Chancellor for Distance Education; and Dr. Melanie Clay, Dean of eCore at the University of West Georgia; each of whom made a presentation to the Board regarding the University System's efforts at greater college completion. Copies of the presentations and an audio recording of the presentations are on file and available for inspection in the Office of the Secretary to the Board. The committee meeting adjourned at approximately 9:58 a.m. on Wednesday, May 9, 2012.

COMMITTEE REPORTS

The reports of the standing committees are attached hereto.

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

There was none.

PETITIONS AND COMMUNICATIONS

The Secretary to the Board announced that the next regular meeting of the Board is scheduled for August 7-8, 2012, in Atlanta.

EXECUTIVE SESSION

At approximately 10:45 a.m. on Wednesday, May 9, 2012, Chair Tarbutton called for an executive session for the purpose of discussing personnel matters. With motion properly made and unanimously seconded, the Regents voted unanimously to go into executive session. University System of Georgia staff members who were also present for portions of the executive session included Chancellor Huckaby and members of his staff. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

At approximately 11:15 a.m. on Wednesday, May 9, 2012, Chair Tarbutton reconvened the Board meeting in its regular session and announced that no actions were taken during the executive session.

OPEN SESSION

1. Reappointment of Presidents

On motion properly made and unanimously seconded, the Board reappointed Presidents Adams, Allbritten, Azziz, Becker, Blanchard, Bleicken, Bridges, Burns, Carson, Carvajal, Freeman, Hepburn, Hynes, Jacobs, Kaufman, Keel, McGaha, McKinney, Mescon, Papp, Peterson, Rivers, Rossbacher, Schwenn, Sireno, and Sethna to their respective presidencies for Fiscal Year 2012-13, per terms negotiated by the Chancellor.

2. Salary Increases: Presidents Gary McGaha and David Bridges

On motion properly made and unanimously seconded, the Board authorized increases in the annual salaries of Presidents Gary McGaha and David Bridges to \$198,000 each per year.

3. Compensation Adjustment: President Dan Papp

On motion properly made and unanimously seconded, the Board authorized an amendment to the compensation schedule for President Dan Papp of Kennesaw State University, to increase President Papp's annual salary by \$10,523 with a salary supplement in that amount from the Kennesaw State University Foundation, and to provide deferred compensation to President Papp in the amount of \$40,000, also from the Kennesaw State University Foundation. This amendment to President Papp's compensation was made expressly subject to the appropriate annual contributions from the Kennesaw State University Foundation. The amendment to the compensation schedule shall be effective upon affirmative approval of the Kennesaw State University Foundation.

4. Reappointment of President Michael Stoy

On motion properly made and unanimously seconded, the Board reappointed Dr. Michael Stoy as President of Middle Georgia College through December 31, 2012, per terms negotiated by the Chancellor.

5. Reappointment of Director James Sanders

On motion properly made and unanimously seconded, the Board reappointed Dr. James Sanders as the Director of the Skidaway Institute of Oceanography and determined that Dr. Sanders' annual salary be increased to \$198,000 per year.

6. Appointment of President Cheryl Dozier: Savannah State University

On motion properly made and unanimously seconded, the Board waived that portion of Board Policy 2.1 which prevents an interim president from being appointed on a permanent basis, and appointed Dr. Cheryl Dozier as President of Savannah State University, per terms negotiated by the Chancellor.

7. Amendment of Compensation: President Michael Adams

On motion properly made and unanimously seconded, the Board amended the compensation schedule for President Michael Adams, as follows:

- a. The Board will, not later than January 1, 2013, make a one-time contribution to President Adams' Executive 457(f) Deferred Compensation Account of \$600,000, in recognition both of distinguished service to the Board since 1997 and in anticipation of continued distinguished performance for this coming fiscal year. This sum is in addition to, and not in lieu of, current obligations to the plan.
 - b. The Board and Chancellor committed to grant 24 months of employment to President Adams following his presidency at his current compensation in a position to be determined by the Chancellor. This commitment is expressly subject to Board Policy 2.4.
 - c. The Board and the Chancellor committed to grant to President Adams, following the termination of his two years of presidential transition period, 36 months of employment as a Regents Professor at the University of Georgia at his current presidential base salary. This provision is expressly subject to the continuing approval of the President of the University of Georgia and Board Policy 8.3.2.
8. Amendment of Compensation: President G.P. Peterson

On motion properly made and unanimously seconded, the Board approved six annual contributions in equal annual installments of \$166,666 to the Executive 457(f) Deferred Compensation Account of President G.P. Peterson of the Georgia Institute of Technology. Such deferred compensation funds shall not vest prior to June 30, 2018. Each annual contribution is subject to the transfer of funds from the Georgia Tech Foundation, Inc., on or before June 30 of each fiscal year and shall be effective upon the affirmative approval of the Georgia Tech Foundation. An award, if any, to President Peterson on or after June 30, 2018, shall be subject to the sole approval of the Board of Regents.

9. Waiver of Policy on Employment of Relatives: Georgia Perimeter College

On motion properly made and unanimously seconded, the Board waived Board Policy 8.2.3, regarding the employment of relatives, to allow Rob Watts to serve as the Interim President of Georgia Perimeter College, with the understanding that all matters related to the employment of Dr. Tina Stern will be addressed by Executive Vice Chancellor Houston Davis and his staff for the duration of President Watts' appointment.

10. Authorization to Chancellor

On motion properly made and unanimously seconded, the Board authorized Chancellor Henry Huckaby to take those actions which he believes necessary and prudent to protect the Board's interests prior to the Board's regularly scheduled August meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:58 a.m. on Wednesday, May 9, 2012.

shall have been appointed.

2D (return)

SECTION IV. BOARD OF REGENTS

Paragraph I. ***University System of Georgia; board of regents.*** (a) There shall be a Board of Regents of the University System of Georgia which shall consist of one member from each congressional district in the state and five additional members from the state at large , appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said board. The members in office on June 30, 1983, shall serve out the remainder of their respective terms. As each term of office expires, the Governor shall appoint a successor as herein provided . All such terms of members shall be for seven years. Members shall serve until their successors are appointed and qualified. In the event of a vacancy on the board by death, resignation, removal, or any reason other than the expiration of a member's term , the Governor shall fill such vacancy; and the person so appointed shall serve until confirmed by the Senate and, upon confirmation , shall serve for the unexpired term of office.

(b) The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

(c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum , with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system .

(d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public property, execute conveyances thereon, and utilize the proceeds arising therefrom ; may exercise the power of eminent domain in the manner provided by law ; and shall have such other powers and duties as provided by law .

(e) The board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia.

(f) The qualifications, compensation, and removal from office of the members of the board of regents shall be as provided by law .

SECTION V. LOCAL SCHOOL SYSTEMS

Paragraph I. ***School systems continued; consolidation of school systems authorized; new independent school systems prohibited.*** Authority is granted to county and area boards



3A (return)

Recommended Consolidations



Objective

The University System of Georgia is preparing students for the 21st century economy and citizenship. Today the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty.

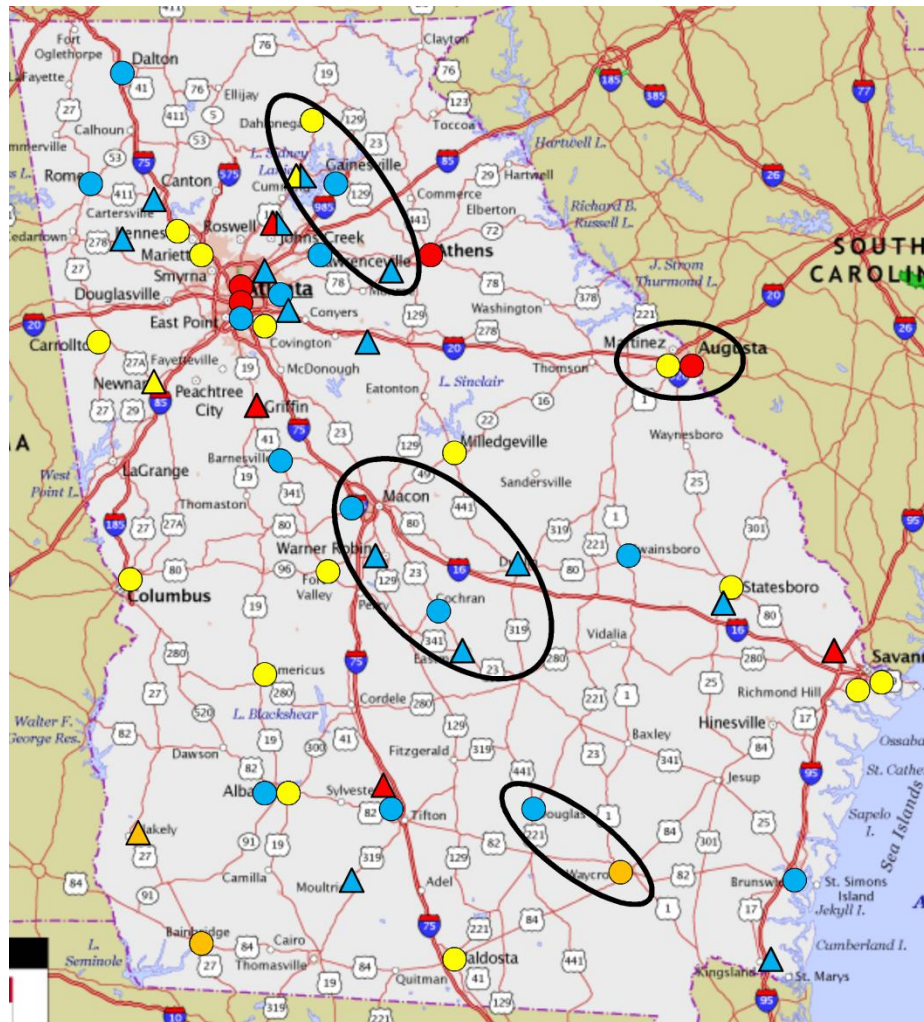
The purpose of campus consolidation is to increase the system's overall effectiveness in creating a more educated Georgia.



Guiding Principles

The following principles guided the consolidation analysis; each principle was considered equally in this analysis:

1. Increase opportunities to raise education attainment levels.
2. Improve accessibility, regional identity, and compatibility.
3. Avoid duplication of academic programs while optimizing access to instruction.
4. Create significant potential for economies of scale and scope.
5. Enhance regional economic development.
6. Streamline administrative services while maintaining or improving service level and quality.



- Research University
- Comprehensive University
- State College
- Two Year College
- △ Owned Branch Campus/Center
- Recommended Consolidations



Recommended USG Consolidations January 2012

Creating a More Educated Georgia



Waycross & South Ga. Profiles

Waycross College

- Established 1970
- Fall 2011 Enrollment: 964
- 42.6% from Ware County
- First-Year Retention: 53.9%
- Three-Year Graduation: 20%
- FY11 Degrees Conferred: 105
- Total FY12 Budget: \$8.6M

South Georgia College

- Established 1906
- Fall 2011 Enrollment: 2,270
- 26.3% from Coffee County
- First-Year Retention: 47.9%
- Three-Year Graduation: 12.2%
- FY11 Degrees Conferred: 251
- Total FY12 Budget: \$20.3M



Waycross & South Ga. Opportunities & Challenges

Opportunities

- Creates an institution of over 3,000 students by combining the two smallest USG institutions, enabling economies of scale while maintaining college access for south Georgia students.
- Aligns two institutions with very similar missions and program offerings in the region.
- Increases opportunities to hire for key needs. Through economies of scale, there is the capacity for needed higher education enterprise professionals with appropriate expertise and experience levels.
- Builds on existing collaboration between the two institutions.
- Combines resources to enhance responsiveness to regional economic and community development needs.
- SGC is already the 2nd most popular transfer destination for Waycross – being part of same institution streamlines this process for students. Availability of SGC residential facilities will further support future student needs.

Challenges

- Blending of institutional cultures.



Macon State & Middle Ga. Profiles

Macon State College

- Established 1965
- Fall 2011 Enrollment: 5,702
- 60% enrollment from Houston and Bibb
- First-Year Retention: 53.2%
- Three-Year Graduation: 3.2%
- FY11 Degrees Conferred: 846
- Includes Warner Robins campus
- Total FY12 Budget: \$56M

Middle Georgia College

- Established 1884
- Fall 2011 Enrollment: 3,424
- 38.2% enrollment from Laurens, Dodge, and Bleckley
- First-Year Retention: 53.1%
- Three-Year Graduation: 9.5%
- FY11 Degrees Conferred: 502
- Includes Dublin Center and Eastman campus
- Total FY12 Budget: \$35.8M



Macon State & Middle Ga. Opportunities & Challenges

Opportunities

- Creates an institution of nearly 10,000 students with five campuses that provides a strategic, comprehensive approach to meeting the higher education needs of middle Georgia students.
- Creates opportunity for a seamless pipeline for student transfer. Macon currently is the second most popular transfer destination for Middle Georgia students.
- Provides greater access to workforce-oriented baccalaureate degrees to meet regional needs, e.g., health informatics, nursing.
- Aligns Middle Georgia's aviation mission with Macon State's strong military partnership, to meet the region's economic development needs.
- Recognizes and meets the need for a coordinated approach to public higher education in Macon and the middle Georgia region.



Macon State & Middle Ga. Opportunities & Challenges

Opportunities (cont.)

- Increases opportunities to hire for specialized needs. Through economies of scale, there is the capacity for needed higher education enterprise professionals with appropriate expertise and experience levels.

Challenges

- Effectively balancing existing baccalaureate programs.
- Achieving efficiencies from five de-centralized locations will present operational challenges.



Gainesville & NGCSU Profiles

Gainesville State College

- Established 1966
- Fall 2011 Enrollment: 8,569
- 69.1% enrollment from Hall, Gwinnett, and Forsyth
- First-Year Retention: 61.4%
- Three-Year Graduation: 11.7%
- FY11 Degrees Conferred: 882
- Total FY12 Budget: \$56.5M

North Georgia College & State University

- Established 1873
- Fall 2011 Enrollment: 6,067
- 35.9% enrollment from Forsyth, Hall, and Gwinnett
- First-Year Retention: 79.9%
- Six-Year Graduation: 49.2%
- FY11 Degrees Conferred: 1,203
- Total FY12 Budget: \$65M



Gainesville & NGCSU

Opportunities & Challenges

Opportunities

- Creates an institution of nearly 15,000 students that provides a strategic approach to meeting the higher education needs of students in the northeast Georgia region.
- Provides a broad spectrum of academic programs from associate to graduate degrees in a student-friendly, seamless system. Students from both institutions already share a similar geographic origin and transfer between both institutions.
- Increases access to educational attainment and enrollment opportunities in significant growth and population area of the state.
- Efficiently expands baccalaureate and graduate offerings in Gainesville while allowing for increased enrollment, e.g., teacher education, foreign languages.
- Capacity for on-campus growth is limited at North Georgia. The consolidation provides additional capacity in Gainesville.



Gainesville & NGCSU

Opportunities & Challenges

Opportunities (cont.)

- Builds on a strong foundation of collaboration and partnership that already exists as reflected in North Georgia's and Gainesville's program offerings in Cumming and Gainesville.
- Increases opportunities to hire for specialized needs. Through economies of scale, there is the capacity for needed higher education enterprise professionals with appropriate expertise and experience levels.
- Combines resources to enhance responsiveness to regional economic and community development needs.

Challenges

- The institutions currently serve student populations with differing levels of college readiness. Balancing access and college completion will be a challenge to address during implementation.
- Watkinsville campus will be maintained; however, implementation will need to consider how to best optimize the role of that campus.



Augusta & GHSU Profiles

Augusta State University

- Established 1925
- Fall 2011 Enrollment: 6,741
- 67.5% enrollment from Columbia and Richmond
- First-Year Retention: 68.5%
- Six-Year Graduation: 24.5%
- FY11 Degrees Conferred: 1,097
- Total FY12 Budget: \$69.6M

Georgia Health Sciences University

- Established 1828
- Fall 2011 Enrollment: 2,948
- 16.5% enrollment from Columbia and Richmond
- First-Year Retention: N/A
- Six-Year Graduation: N/A
- FY11 Degrees Conferred: 840
- Total FY12 Budget: \$632.4M



Augusta & GHSU

Opportunities & Challenges

Opportunities

- Reflects a bold move to create a new university that builds on the strength of two institutions with distinct missions.
- Creates a 21st century research institution that provides high quality and comprehensive undergraduate programs and top-tier health education and research that meets regional and statewide needs.
- Continues to support the access mission which is vital to regional needs.
- Allows for growth of research efforts to spur economic development and facilitate knowledge transfer.
- Offers a wide array of undergraduate programs in liberal arts and professional fields.



Augusta & GHSU

Opportunities & Challenges

Opportunities (cont.)

- Recognizes geographic proximity (~2 miles apart) .
- Builds on strong community support.

Challenges

- Significant differences exist in institutional mission, organization, and governance.
- Complexity associated with current Health System structure would be further complicated by integration.
- Branding and identity issues exist.



Implementation Principles

- Principles
 - Leadership – A clear, unified leadership structure shall be established and maintained.
 - Simplicity – Consolidated institutions will merge functions and merge leadership positions; inefficient and complex reporting relationships will be avoided.
 - Oversight – The Regents' Special Committee on Consolidation shall oversee consolidation efforts and results.
 - Transparency – Consolidation results will be monitored and presented to interested parties. Lessons learned will be actively shared with all participating institutions.
 - Maximize use of distance education.



Initial Steps

Initial Steps

- Chancellor forms Implementation Groups for each of the consolidations
 - Key stakeholders to include faculty, staff, students, alumni, foundation, community leaders
 - USO Point of Contacts: Steve Wrigley and Shelley Nickel
 - Designate President as implementation leader
 - Establish Reporting Format / Key Indicators



Implementation Tasks

- Implementation Tasks:
 - Academic
 - Coordinate with SACCS
 - Coordinate with program-based accreditation (business, education, etc.)
 - Consolidate colleges – address departments in different colleges
 - Address program/curriculum differences
 - Streamline program offerings
 - Statutes and Bylaws (faculty senate, committees)
 - Faculty and Staff Handbooks
 - Update faculty contracts
 - Consolidate tenure and promotion processes and standards
 - Address consolidation of “centers”



Implementation Tasks

- Implementation Tasks:
 - Student:
 - Combine Athletic Programs
 - Determine tuition strategy/approach
 - Merge information systems – address data governance and management
 - Coordinate with federal DOE for implementation of financial aid system
 - Revise Student Handbooks and Judiciary
 - Revise Bylaws (student government, student fee committee)



Implementation Tasks

- Implementation Tasks:
 - External
 - Legislative relationships/support
 - Name of institution
 - Address Foundation and Alumni Group Issues
 - Address any endowment restrictions
 - Branding (mascots, school colors)
 - Messaging



Implementation Tasks

- Implementation Tasks:
 - Operations
 - Merge financial systems including payroll
 - Update contractual and rental agreements
 - Analyze impact on bonds
 - Ensure effective implementation of controls (flowchart, KPI, segregation of duties)
 - Coordinate with State Auditor
 - Ensure adequate internal audit coverage
 - Consolidate risk management operations
 - Consolidate ethics hotline



Implementation Tasks

- Implementation Tasks:
 - Operations (cont.)
 - Transition legal agreements
 - Transition IT security
 - Identify all reporting requirements; develop plan to ensure compliance

Consolidation Working Group Committees

April 4, 2012

Each Chair is to meet first with Dr. Virginia Carson for the purpose of prioritizing assignments, setting reporting deadlines, and considering resources required.

Administrative

Dr. Mary Ellen Wilson (Chair), Interim President of Waycross College

- Danielle Buehrer, SGC Director of Institutional Effectiveness
- Cathy Cliett, WC Director of Human Resources
- Sara Selby, WC Interim Vice President for Academic Affairs
- Taylor Hereford, WC Director of Development and Community Services
- Debbie Howard, WC Director of Financial Aid
- Dr. Carl McDonald, SGC Vice President for Academic Affairs
- Linda Mullis, SGC Administrative Assistant for the Division of Nursing
- Keith Newell, SGC Director of Human Resources

Subcommittee on new mission statement:

- Valerie Webster (Chair), SGC Director of Planning and Entry Programs
- Sara Selby, Dr. Mary Ellen Wilson, Dr. Carl McDonald

Subcommittee on SACS prospectus/documents for site visit:

- Danielle Buehrer (Chair), SGC Director of Institutional Effectiveness
- Dr. Mary Ellen Wilson, Sara Selby, Dr. Carl McDonald

Academic Affairs

Dr. Carl McDonald (Chair), SGC Vice President for Academic Affairs

- Duane Benson, SGC Associate Professor of Mathematics
- Danielle Buehrer, SGC Director of Institutional Effectiveness
- Lynn Crews, WC Director for Academic Affairs

- Dr. Anthony Hendrix, WC Professor of Psychology
- Dr. Frank Holiwski, SGC Assistant Professor Psychology and President of the Faculty Assembly
- Dr. Lisa Howell, WC Associate Professor of Mathematics
- Sara Selby, WC Interim VPAA
- Dr. Scott Thigpen, SGC Interim Director of School of Nursing
- Janice Williams, WC Librarian

Student Services

Wes Brown (Chair), SGC Vice President for Student Success

- Dr. Neil Aspinwall, WC Vice President for Student Services
- Grace Jeffords, WC SGA President
- Sharon Komanecky, WC Director of Student Life
- David Medders, SGC Student
- Sue Miller, SGC Director of Student Life
- Becky Rumker, SGC director of Financial Aid
- Rob Wingfield, WC Director of Admissions and Records

Fiscal Affairs

Mark Latham (Chair), WC Chief Business Officer

- Peggy Dobbs, SGC Director of Business Affairs
- Melissa Lee, WC Accounting Manager
- Keith Newell, SGC director of Human Resources
- Suzanne Usry, SGC Accountant

Information Technology

Corry Johnson (Chair), WC Director of Computer Services

- Suzie Brown, WC Systems Analyst
- Wes Brown, SGC Vice President for Student Success

- Lena Helmbrecht, SGC Director of Technology
- David Rowland, WC Network Specialist

Facilities

Harbin Farr (Chair), WC Director of Campus Operations

- Rhonda Blount, WC Secretary for Physical Plant/Stores Clerk/Procurement Officer
- Sonja McCullough, SGC Director of Public Safety
- Wayne Quinn, SGC Direction of Physical Plant for Operations
- Isaac Roberson, SGC Administrative Support Functions Manager
- Dr. Wilbur Shuler, SGC Interim Vice President for Business Affairs

External Affairs

Walda Kight (Chair), SGC Director of Community and Foundation Relations

- Cory Baldwin, WC Athletic Director
- Dr. Dan Booker, WC Foundation President
- Rob Brunel, SGC Athletic Director
- Taylor Hereford, WC Director of Development and Community Services
- Shelly McLean, SGC Foundation President
- Pete Pyrzewski, SE GA General Manager for Republic Services, Inc. and former Waycross City Manager
- Adam Smith, Vice President of Commercial Lending at First National Bank of Coffee County
- Dr. Luck Watford, Instructional Technology Specialist

SGC/WC Campus Consolidation Working Group

SOUTH GEORGIA COLLEGE

Dr. Virginia Carson, *President (Working Group Chair)*
Dr. Carl McDonald, *Vice President for Academic Affairs*
Ms. Danielle Buehrer, *Director of Institutional Effectiveness*
Ms. Walda Kight, *Vice President for External Affairs*
Mr. Wes Brown, *Vice President for Student Success*
Mr. Adam Smith, *Douglas community member*
Dr. Frank Holiwski, *Assistant Professor of Psychology; President of Faculty Assembly*
Ms. Shelly McLean, *SGC Foundation President*
Ms. Linda Mullis, *Administrative Assistant for the Division of Nursing*
Mr. Keith Newell, *Vice President for Operations*
Mr. Travis Wehmeier, *SGC Student Government Association President*

WAYCROSS COLLEGE

Dr. Mary Ellen Wilson, *Interim President*
Mr. Mark Latham, *Chief Business Officer*
Ms. Sara Selby, *Interim VP for Academic Affairs, Enrollment, and Student Services*
Mr. Pete Pyrzenski, *former Waycross City Manager*
Dr. Anthony Hendrix, *Professor of Psychology*
Ms. Janice Williams, *Reference Librarian*
Dr. Dan Booker, *WC Foundation President*
Ms. Debbie Howard, *Director of Financial Aid*
Mr. David Rowland, *Network Support Specialist*
Ms. Emmie Ackerman, *WC Student Government Association President*

**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
HELD AT
Atlanta, Georgia
May 8-9, 2012**

CALL TO ORDER

The Board of Regents of the University System of Georgia met on Tuesday, May 8, 2012, and Wednesday, May 9, 2012, in the Board Room, 270 Washington Street, S.W, in Atlanta, Georgia. The Chair of the Board, Regent Benjamin J. Tarbutton, III, called the meeting to order at approximately 1:00 p.m. on Tuesday, May 8, and again at 9:00 a.m. on Wednesday, May 9. Present on Tuesday and Wednesday, in addition to Chair Tarbutton, were Vice Chair William H. NeSmith, Jr., and Regents C. Dean Alford, Kenneth R. Bernard, Jr., Larry R. Ellis, Robert F. Hatcher, C. Thomas Hopkins, Jr., W. Mansfield Jennings, Jr., James R. Jolly, Donald M. Leebern, Jr., Doreen Stiles Poitevint, Willis J. Potts, Jr., Kessel D. Stelling, Jr., Richard L. Tucker, Larry Walker, and Philip A. Wilheit, Sr. Regents Rutledge A. Griffin, Jr. and Neil L. Pruitt, Jr. were present on Tuesday and excused on Wednesday.

INVOCATION AND PLEDGE

The invocation and Pledge of Allegiance were given on each day by Regent W. Mansfield Jennings, Jr.

ATTENDANCE REPORT

The attendance report was given on each day by Secretary Burns Newsome.

SAFETY BRIEFING

The safety briefing was given on Tuesday, May 8, by Chief Bruce Holmes.

APPROVAL OF MINUTES

The minutes of the Board of Regents meetings held on April 17-18, 2012, and on April 27, 2012, were unanimously approved.

CHANCELLOR'S REMARKS

Chancellor Henry M. Huckaby briefed the Board on the various commencement exercises occurring in the University System and on the many exciting initiatives in the University System. He recognized and thanked retiring and departing members of the Chancellor's staff, and informed the Board of issues to come before the Board in the coming months. The Chancellor also welcomed the University System's new Executive Vice Chancellor and Chief Academic Officer, Dr. Houston Davis. An audio recording of the Chancellor's remarks are on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE OF THE WHOLE: SPECIAL CONSOLIDATION COMMITTEE

The Special Committee on Consolidation, meeting as a committee of the whole, met on Tuesday, May 8, 2012, at approximately 1:23 p.m. in the Board Room. Vice Chair William H. NeSmith, Jr. was excused from attendance. Chair Tarbutton introduced Associate Vice Chancellor Shelley Nickel, who presented to

the committee the Chancellor's recommended mission statements, name changes, and action plans for consolidated institutions.

1. Mission Statement: South Georgia College and Waycross College

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of South Georgia College and Waycross College:

[Consolidated Institution], a state college of the University System of Georgia, is a multi-campus, student centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

2. Mission Statement: Macon State College and Middle Georgia College

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Macon State College and Middle Georgia College:

The mission of [the Consolidated Institution] is to serve the educational needs of a diverse population through high quality programs connected to community needs in a global context and to serve as a leader for the intellectual, economic, and cultural life of the region.

3. Mission Statement: Gainesville State College and North Georgia College & State University

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Gainesville State College and North Georgia College & State University:

[The Consolidated Institution], a regional, multi-campus institution and the state's premier senior military college, provides a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry and creativity. This is accomplished through broad access to comprehensive academic and co-curricular programs that develop students into leaders for a diverse and global society. [Consolidated Institution] is a University System of Georgia leadership institution and is the Military College of Georgia.

4. Mission Statement: Augusta State University and The Georgia Health Sciences University

On motion properly made and unanimously seconded, the Board adopted the following mission statement for the consolidation of Augusta State College and the Georgia Health Sciences University:

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center, with a wide range of programs from learning assistance through postdoctoral studies.

5. Name Change: University of North Georgia

On motion properly made and seconded by Regent C. Dean Alford, the Board determined that the name of the consolidated institution formerly known as Gainesville State College and North Georgia College & State University will be “University of North Georgia.” Regents Ellis, Hopkins, Jolly, and Stelling voted against the motion.

6. Action Plan and Name Change: Middle Georgia State College

On motion properly made and unanimously seconded, the Board resolved:

That the new name for the consolidated institution of Middle Georgia College and Macon State College, effective upon receiving in January 2013 approval of consolidation from both the Southern Association of Colleges and Schools (SACS) and the Board of Regents, be “Middle Georgia State College;” and

That the consolidated institution be directed to undertake a self-study for a level change to become a university to meet the needs of the Middle Georgia region; and

That upon the completion of the authorized self-study, application to SACS shall be made for their renewal and approval; and

That upon approval of the level change to university status by SACS it shall stand approved by the Board of Regents, and the name of the institution shall be “Middle Georgia University;” and

That all steps necessary be taken by the consolidated institution and the Board of Regents to insure approval of university status within 24 months of this date; and

That consideration be given to the initial advanced degree programs being offered at the Houston County campus of Middle Georgia University.

There being no further business to come before the committee, the meeting was adjourned at approximately 2:00 p.m. on Tuesday, May 8, 2012.

SPECIAL RECOGNITION: RETIRING PRESIDENTS

At approximately 9:05 a.m. on Wednesday, May 9, 2012, Chair Tarbutton recognized Chancellor Henry M. Huckaby for a special presentation. Chancellor Huckaby made special recognition to retiring Presidents William A. Bloodworth, Jr. and Martha T. Nesbitt, of Augusta State University and Gainesville State College, respectively. Presidents Bloodworth and Nesbitt thanked the Board to lead their institutions through many changes and accomplishments, and thanked the Board for its continued support of their institutions. An audio recording of the remarks from Presidents Bloodworth and Nesbitt is on file and available for inspection in the Office of the Secretary to the Board.

SPECIAL RECOGNITION: REGENTS TEACHING EXCELLENCE AWARDS FOR DEPARTMENTS AND PROGRAMS

At approximately 9:15 a.m. on Wednesday, May 9, 2012, Chair Tarbutton recognized Associate Vice Chancellor Linda Noble for a special presentation of the Regents Teaching Excellence Awards for

Departments and Programs. Dr. Noble announced that the First Year Composition Program at the University of Georgia and the Lewis F. Rogers Institute for Environmental Spatial Analysis at Gainesville State College were co-winners of this year's award. An audio recording of the acceptance remarks is on file and available for inspection in the Office of the Secretary to the Board.

COMMITTEE OF THE WHOLE: ACADEMIC AFFAIRS

The Committee on Academic Affairs, meeting as a committee of the whole, met on Wednesday, May 9, 2012, at approximately 9:40 a.m. in the Board Room. Chair Kessel D. Stelling, Jr. introduced Colonel Billy Wells, Vice President of Executive Affairs at North Georgia College & State University; President Lisa Rossbacher of Southern Polytechnic State University; Dr. Jon Sizemore, the Board's Assistant Vice Chancellor for Distance Education; and Dr. Melanie Clay, Dean of eCore at the University of West Georgia; each of whom made a presentation to the Board regarding the University System's efforts at greater college completion. Copies of the presentations and an audio recording of the presentations are on file and available for inspection in the Office of the Secretary to the Board. The committee meeting adjourned at approximately 9:58 a.m. on Wednesday, May 9, 2012.

COMMITTEE REPORTS

The reports of the standing committees are attached hereto.

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

There was none.

PETITIONS AND COMMUNICATIONS

The Secretary to the Board announced that the next regular meeting of the Board is scheduled for August 7-8, 2012, in Atlanta.

EXECUTIVE SESSION

At approximately 10:45 a.m. on Wednesday, May 9, 2012, Chair Tarbutton called for an executive session for the purpose of discussing personnel matters. With motion properly made and unanimously seconded, the Regents voted unanimously to go into executive session. University System of Georgia staff members who were also present for portions of the executive session included Chancellor Huckaby and members of his staff. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

At approximately 11:15 a.m. on Wednesday, May 9, 2012, Chair Tarbutton reconvened the Board meeting in its regular session and announced that no actions were taken during the executive session.

OPEN SESSION

1. Reappointment of Presidents

On motion properly made and unanimously seconded, the Board reappointed Presidents Adams, Allbritten, Azziz, Becker, Blanchard, Bleicken, Bridges, Burns, Carson, Carvajal, Freeman, Hepburn, Hynes, Jacobs, Kaufman, Keel, McGaha, McKinney, Mescon, Papp, Peterson, Rivers, Rossbacher, Schwenn, Sireno, and Sethna to their respective presidencies for Fiscal Year 2012-13, per terms negotiated by the Chancellor.

2. Salary Increases: Presidents Gary McGaha and David Bridges

On motion properly made and unanimously seconded, the Board authorized increases in the annual salaries of Presidents Gary McGaha and David Bridges to \$198,000 each per year.

3. Compensation Adjustment: President Dan Papp

On motion properly made and unanimously seconded, the Board authorized an amendment to the compensation schedule for President Dan Papp of Kennesaw State University, to increase President Papp's annual salary by \$10,523 with a salary supplement in that amount from the Kennesaw State University Foundation, and to provide deferred compensation to President Papp in the amount of \$40,000, also from the Kennesaw State University Foundation. This amendment to President Papp's compensation was made expressly subject to the appropriate annual contributions from the Kennesaw State University Foundation. The amendment to the compensation schedule shall be effective upon affirmative approval of the Kennesaw State University Foundation.

4. Reappointment of President Michael Stoy

On motion properly made and unanimously seconded, the Board reappointed Dr. Michael Stoy as President of Middle Georgia College through December 31, 2012, per terms negotiated by the Chancellor.

5. Reappointment of Director James Sanders

On motion properly made and unanimously seconded, the Board reappointed Dr. James Sanders as the Director of the Skidaway Institute of Oceanography and determined that Dr. Sanders' annual salary be increased to \$198,000 per year.

6. Appointment of President Cheryl Dozier: Savannah State University

On motion properly made and unanimously seconded, the Board waived that portion of Board Policy 2.1 which prevents an interim president from being appointed on a permanent basis, and appointed Dr. Cheryl Dozier as President of Savannah State University, per terms negotiated by the Chancellor.

7. Amendment of Compensation: President Michael Adams

On motion properly made and unanimously seconded, the Board amended the compensation schedule for President Michael Adams, as follows:

- a. The Board will, not later than January 1, 2013, make a one-time contribution to President Adams' Executive 457(f) Deferred Compensation Account of \$600,000, in recognition both of distinguished service to the Board since 1997 and in anticipation of continued distinguished performance for this coming fiscal year. This sum is in addition to, and not in lieu of, current obligations to the plan.
 - b. The Board and Chancellor committed to grant 24 months of employment to President Adams following his presidency at his current compensation in a position to be determined by the Chancellor. This commitment is expressly subject to Board Policy 2.4.
 - c. The Board and the Chancellor committed to grant to President Adams, following the termination of his two years of presidential transition period, 36 months of employment as a Regents Professor at the University of Georgia at his current presidential base salary. This provision is expressly subject to the continuing approval of the President of the University of Georgia and Board Policy 8.3.2.
8. Amendment of Compensation: President G.P. Peterson

On motion properly made and unanimously seconded, the Board approved six annual contributions in equal annual installments of \$166,666 to the Executive 457(f) Deferred Compensation Account of President G.P. Peterson of the Georgia Institute of Technology. Such deferred compensation funds shall not vest prior to June 30, 2018. Each annual contribution is subject to the transfer of funds from the Georgia Tech Foundation, Inc., on or before June 30 of each fiscal year and shall be effective upon the affirmative approval of the Georgia Tech Foundation. An award, if any, to President Peterson on or after June 30, 2018, shall be subject to the sole approval of the Board of Regents.

9. Waiver of Policy on Employment of Relatives: Georgia Perimeter College

On motion properly made and unanimously seconded, the Board waived Board Policy 8.2.3, regarding the employment of relatives, to allow Rob Watts to serve as the Interim President of Georgia Perimeter College, with the understanding that all matters related to the employment of Dr. Tina Stern will be addressed by Executive Vice Chancellor Houston Davis and his staff for the duration of President Watts' appointment.

10. Authorization to Chancellor

On motion properly made and unanimously seconded, the Board authorized Chancellor Henry Huckaby to take those actions which he believes necessary and prudent to protect the Board's interests prior to the Board's regularly scheduled August meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at approximately 11:58 a.m. on Wednesday, May 9, 2012.



3E (return)

University System of Georgia
Creating A More Educated Georgia

Regents approve new names for two remaining consolidating institutions

Atlanta — August 7, 2012

As of today there are now new names for all four new institutions being created as a result of the consolidation of eight current colleges and universities in the University System of Georgia. The Board of Regents approved today names for the final two pairs of consolidating institutions, following earlier action in May on names for the other two pairs.

The Board approved the name South Georgia State College for the consolidated institutions of South Georgia College (Douglas) and Waycross College (Waycross) and Georgia Regents University for the consolidation in Augusta of Augusta State University and Georgia Health Sciences University.

The new names will be effective upon the new institutions receiving approval by the Southern Association of Colleges and Schools (SACS) and the Board of Regents in January 2013.

"While a tremendous amount of work and effort is underway as we create new institutions through the consolidation process, the name is a powerful symbol that will give focus and direction to the process," said Shelley Nickel, associate vice chancellor for Planning and Implementation in presenting the proposed names to the Board.

Nickel outlined to the Board the extensive process followed by the consolidation working groups to solicit from sources in local communities and on the four campuses both information and suggestions. In the case of Augusta, the working group also used the services of the A.L. Burruss Institute of Public Service and Research at Kennesaw State University to conduct national opinion research.

The effort resulted in the development and final submission to the regents the top name recommendations of the consolidation working groups.

In May, the board approved the name University of North Georgia for the new institution created through the consolidation of North Georgia College & State University in Dalton and Gainesville State College as well as the name Middle Georgia State College for the consolidation of Middle Georgia College in Cochran and Macon State College.

[« News Releases](#)

MEDIA CONTACT

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BROWSE RELEASES BY CATEGORY


- [Augusta State University](#)
- [Gainesville State College](#)
- [Georgia Health Sciences University](#)
- [Macon State College](#)
- [Middle Georgia College](#)
- [North Georgia College & State University](#)
- [South Georgia College](#)
- [Waycross College](#)
- [Board of Regents Actions](#)

September 20, 2012

Soon to be SGSC

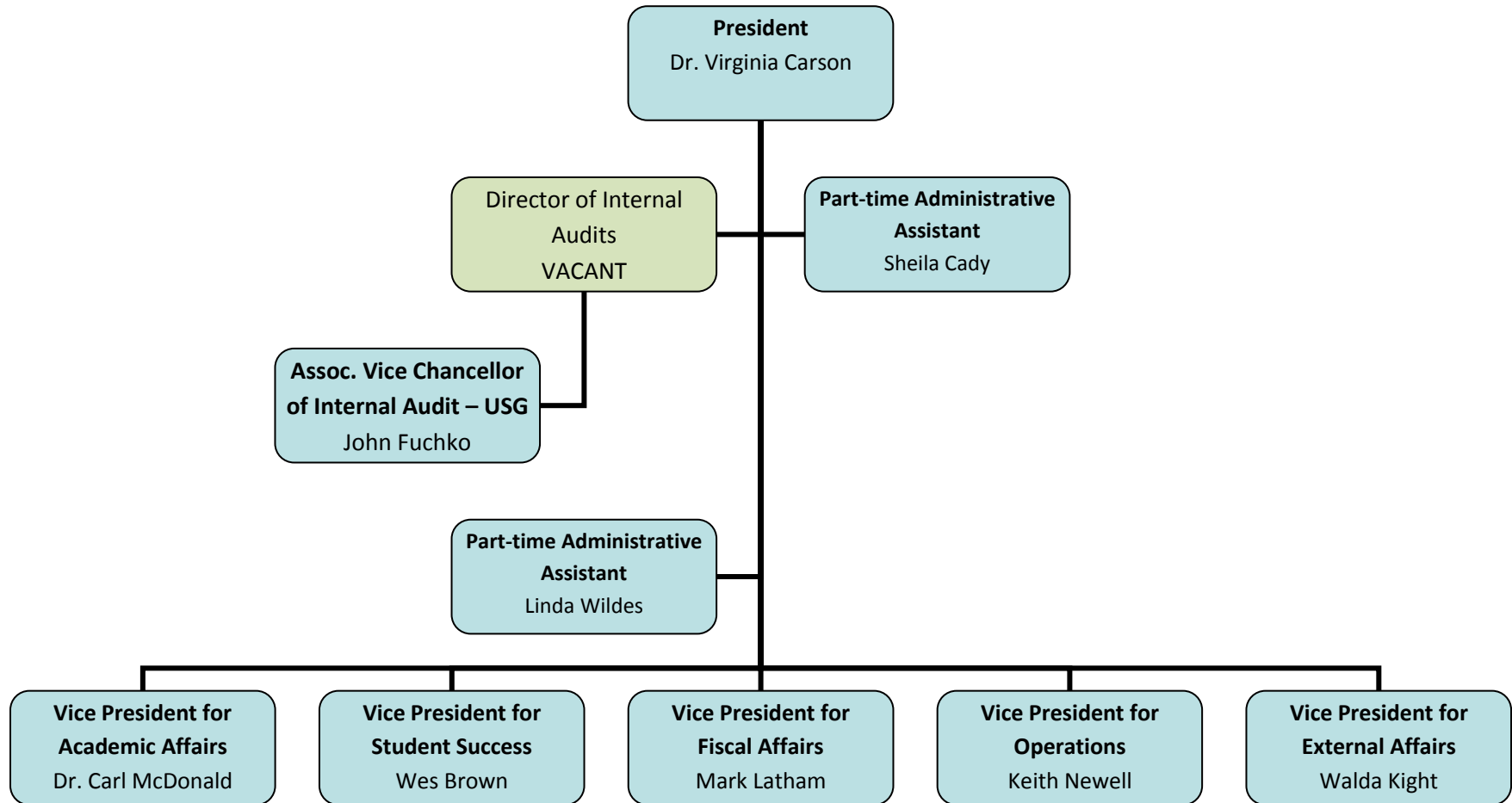
(Pending approval by SACSCOC)

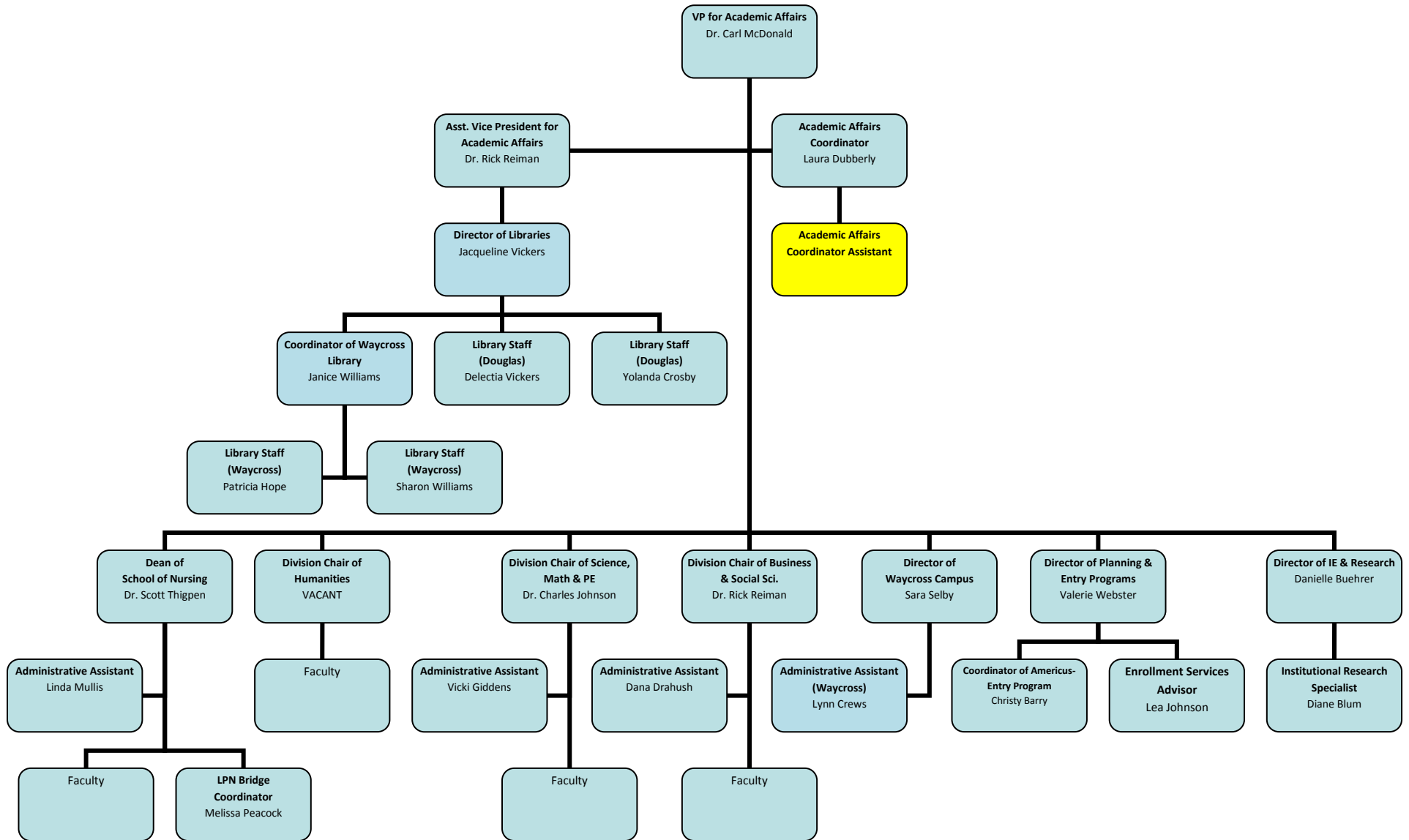
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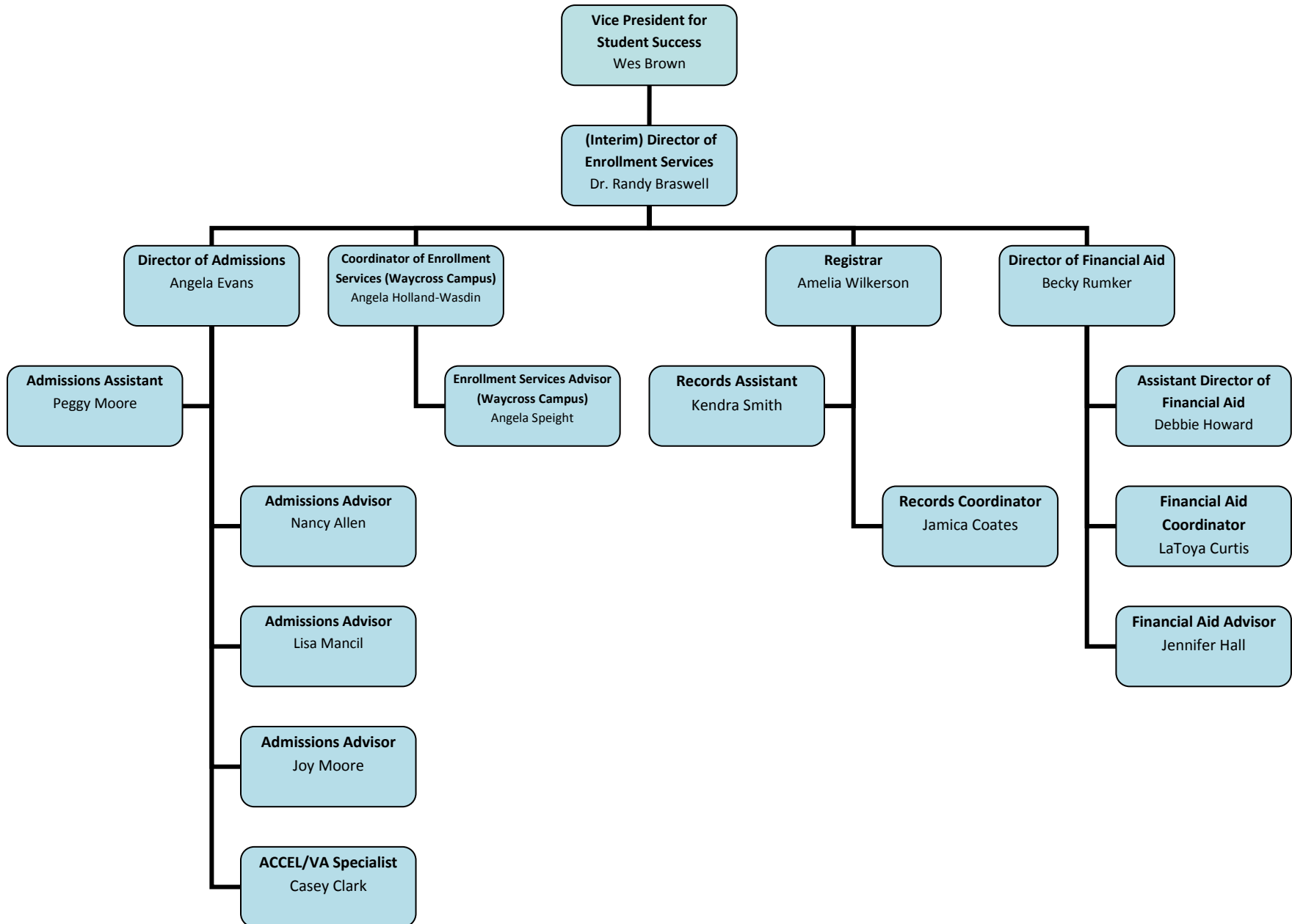
 *Internal Search*

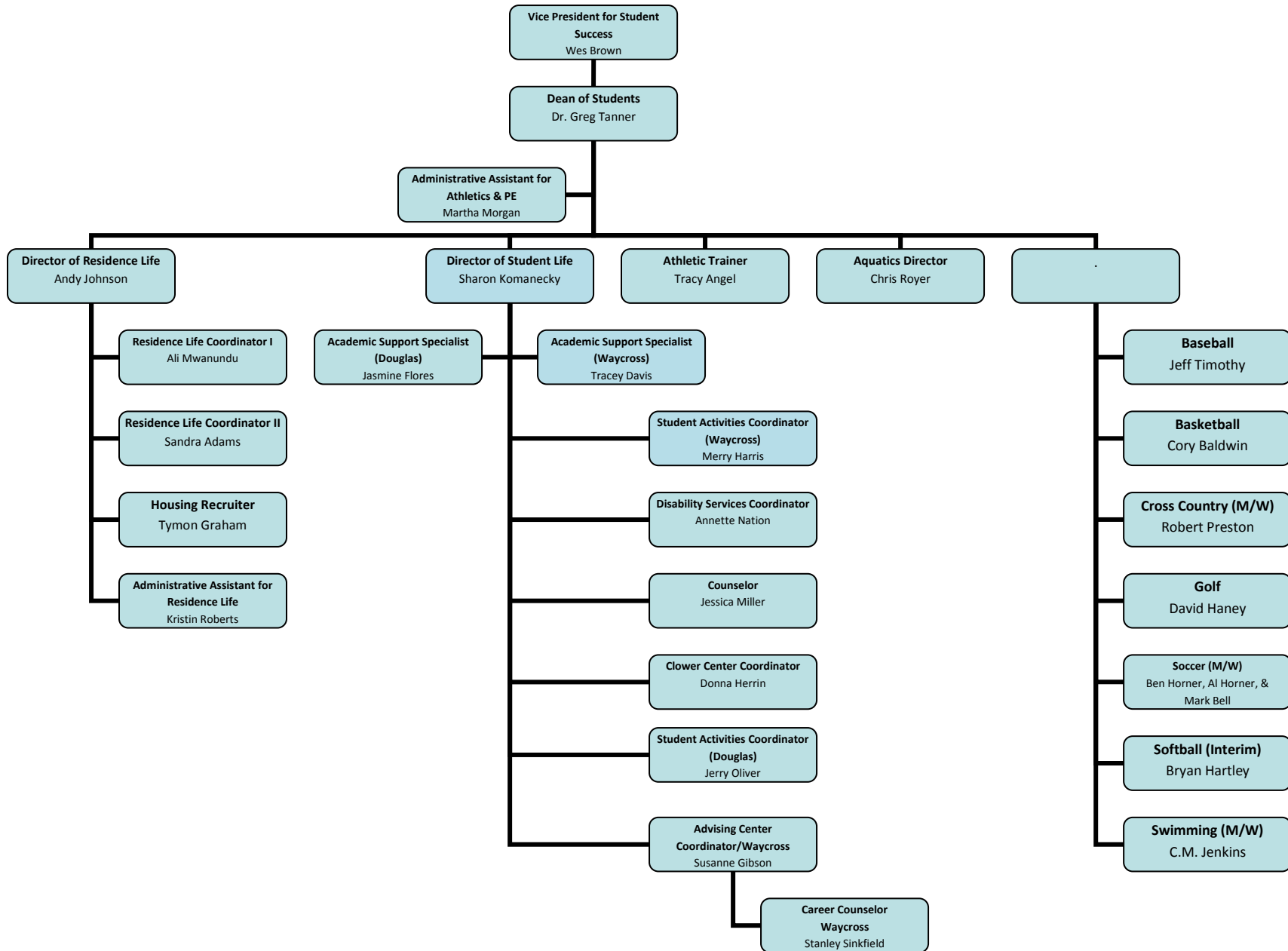
Unless otherwise specified the position is in Douglas

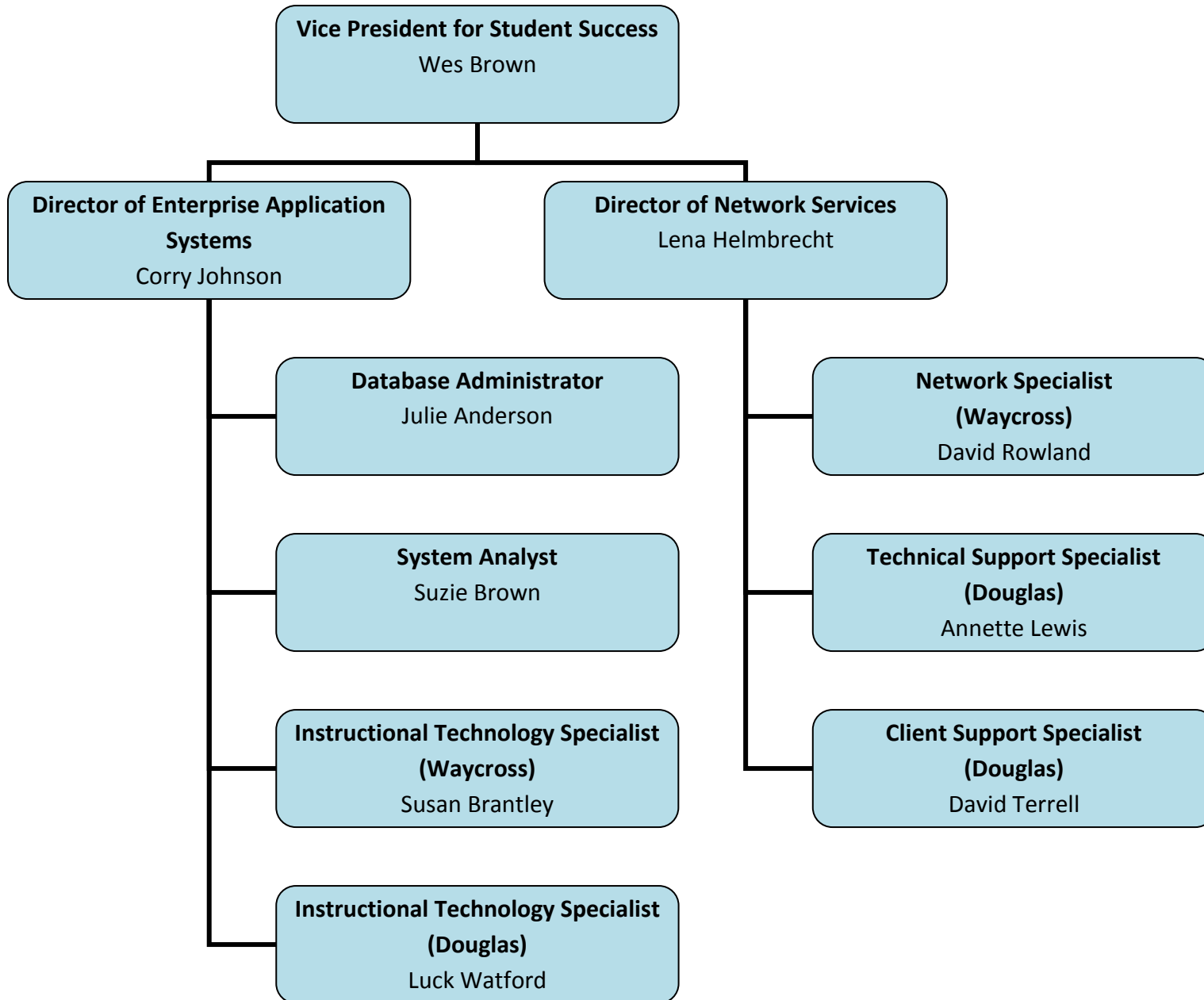
- *Please note that the plans are subject to change due to any intervening factors such as state allocation alterations, fluctuating enrollment, or other USG/BOR directives.*

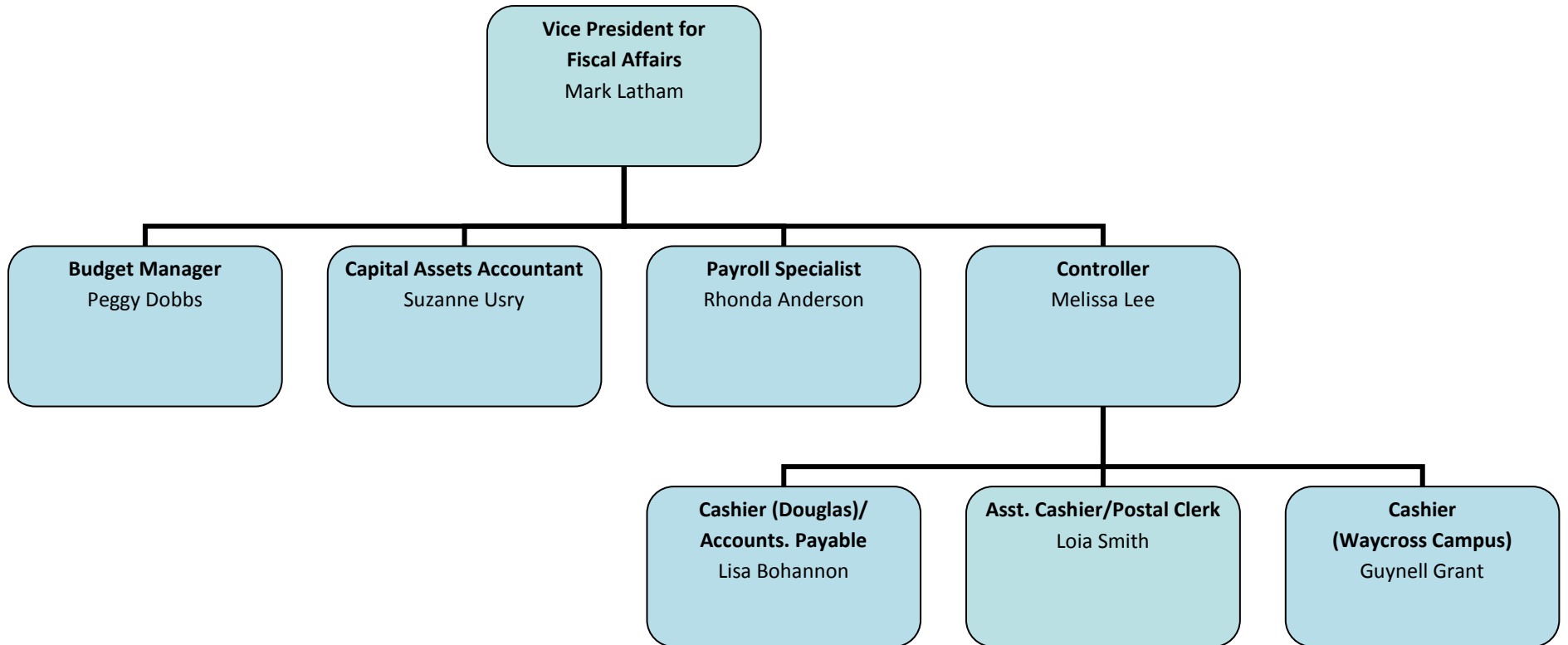


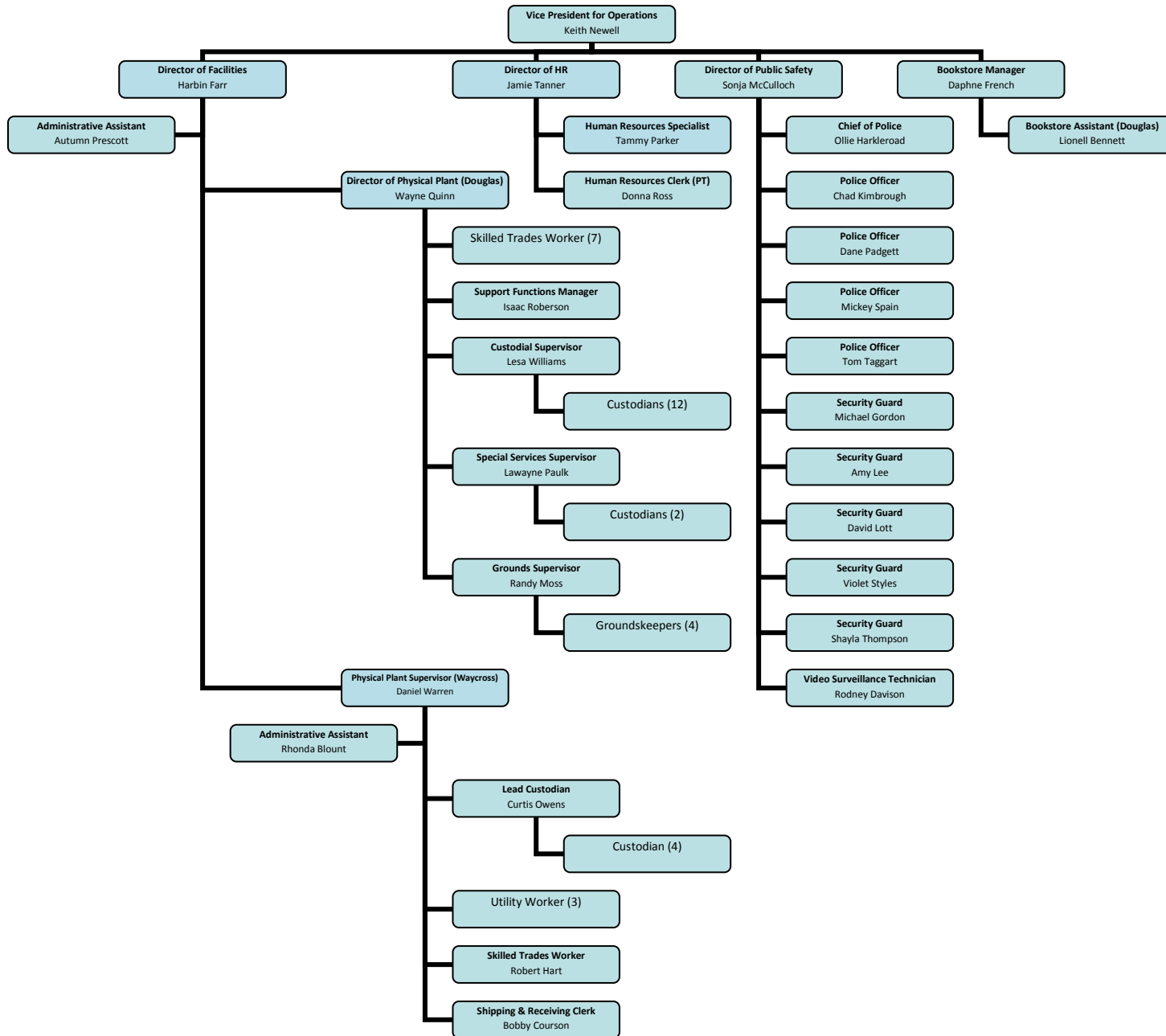


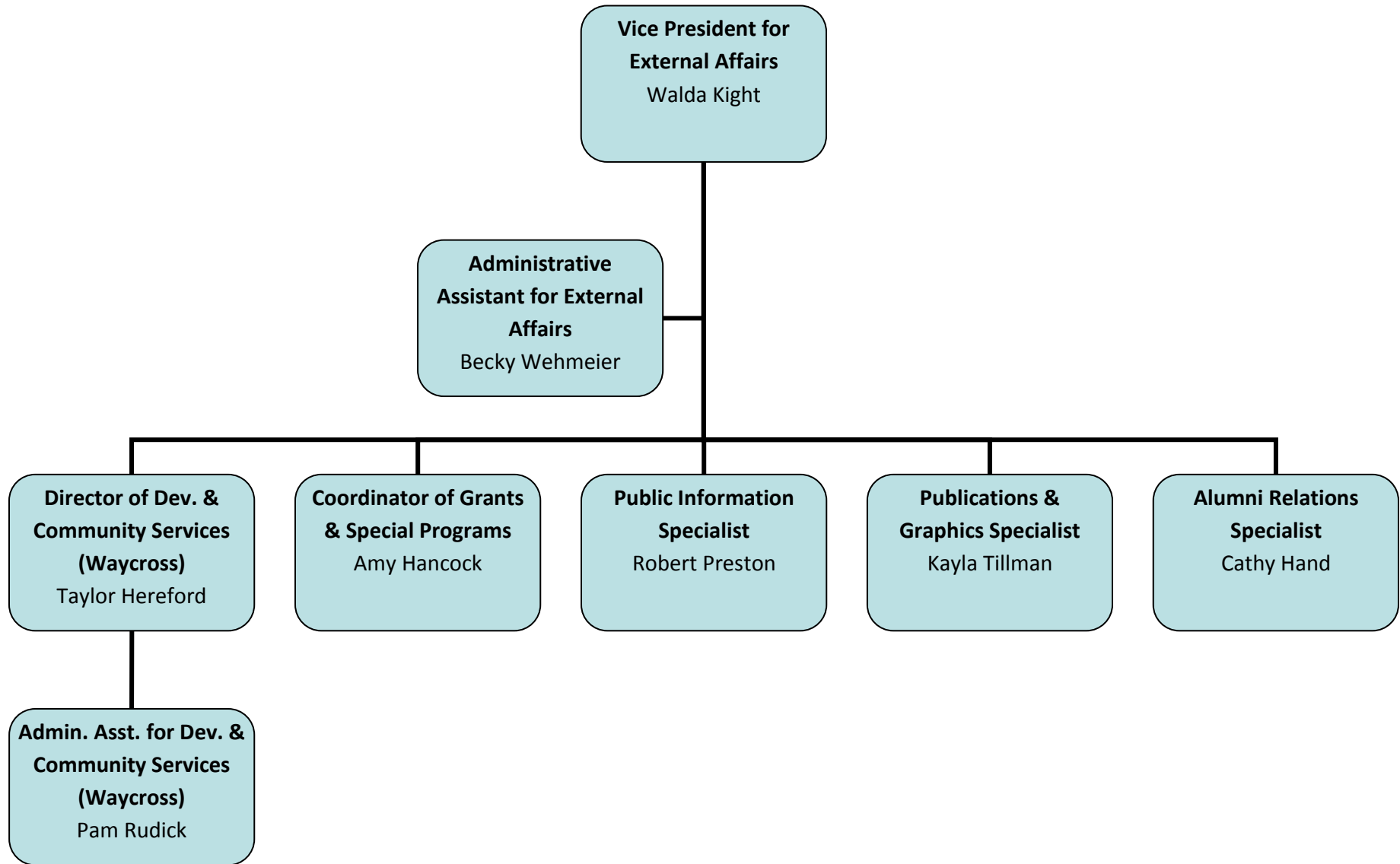












Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Art

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Wyatt Adamson (P)	Spring 2013 ART 2205 Understanding Art, 3 (UT)	MED (Art), Georgia Southern University ART 650 Painting (5) ART 690 Drawing Problems (5) ART 692 Watercolor Prob. (5) ART 693 Design Problems (5) Total: 20 graduate quarter hours BS (Art), Valdosta State College	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

*An electronic version of this form and its instructions for completion are located under the Institutional Resources link on the SACS-COC website:
<http://www.sacscoc.org>.*

Faculty Roster Form **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Biology

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Heather Carver (F)	Spring 2013 BIOL 1111K Intro to Biology I, 4 (UT) BIOL 1112K Intro to Biology II, 4 (UT) BIOL 2107 K Principles of Biology I, 4 (UT)	MS (Biology), Georgia Southern University	
Gaylon Cook (F)	Spring 2013 BIOL 1108K Principles of Biology I, 4 (UT) SCIE 1121L Environmental Science– Earth and Biological Resources, 4 (UT) BIOL 2270K General Zoology, 4 (UT)	PHD (Forest Resources), University of Georgia Included the following coursework: ZOO 603 Mammalogy (5) ZOO 650 Prin of Ecology (5) VAH 801 Probs Vet Anatomy (5) Total: 15 graduate quarter hours MS (Forest Resources), University of Georgia FOR 763 Wildlife Habitat (5) FOR 761 Wildlife Mgmt Techs (5) FOR 804 Forestry Ecosystems (2) ZOO 855 Population Ecology (5) FOR 841 Prob in Forest Mgmt (5) VPH 606 Mammalian Physiology (5) VPP 850 Diseases Wildlife (5) VPP 851 Diseases Wildlife (5) FOR 850 Fsh Wildlife Sem (1)	

		VPH 608 Mammalian Physiology (5) AS 605 Phys Reprod Fm Anim (5) FOR 762 Adv Prins Wildlife (5) FOR 850 Fish Wildlife Seminar (1) VAH 604 Hist Embry Dom Anim (5) VPH 607 Mammalian Physiology (5) VAH 605 Hist Embry Dom Anim (5) VAH 804 Adv Morphogenesis (5) ZOO 606 Ornithology (5) VAH 801 Probs Vet Anatomy (5) Total: 84 graduate quarter hours BS Zoology, Brigham Young University	
Kimberley Hunt (F)	Spring 2013 BIOL 1010 K Introduction to Biology I, 4 (UT)	PhD (Plant Biology), University of Georgia	
Cameron Perkins (F)	Spring 2013 BIOL 2210K Anatomy and Physiology I, 4 (UT) BIOL 2210 K II Anatomy and Physiology II, 4 (UT)	MD (Pathology), Medical University of South Carolina BS (Biology), University of South Carolina	
Molly Smith (F)	Spring 2013 BIOL 1112K Intro to Biology II, 4 (UT) BIOL 2050K Microbiology, 4 (UT)	PHD (Microbiology), Clemson University	
Yoga Sundram (F)	Spring 2013 BIOL 2210 K Anatomy and Physiology I 4, (UT) BIOL 2211 K Anatomy and Physiology II 4 (UT)	PHD (Epidemiology/Microbiology), Louisiana State University DVM (Veterinary Medicine), University of Ceylon, Peradeniya, Sri Lanka MS (Microbiology), Louisiana State University	

Dean Thornton (F)	Spring 2013 BIOL 2111K Anatomy & Physiology I, 4 (UT) BIOL 2112K Anatomy & Physiology II, 4 (UT)	DC (Doctor of Chiropractic), Sherman College of Straight Chiropractic Included following coursework: 101 Spinal Anatomy (96 clock hrs) 121 Anatomy I (120 clock hrs) 102 Histology (60 clock hrs) 123 Anatomy III (60 clock hrs) 120 Biochemistry I (60 clock hrs) 302 Radiologic Anatomy (60 clock hrs) 105 Embryology (60 clock hrs) 122 Anatomy II (84 clock hrs) 420 Microbiology (60 clock hrs) 124 Anatomy IV (60 clock hrs) 222 Biochemistry II (60 clock hrs) 125 Anatomy V (96 clock hrs) 203 Temp Digestive Physiology (60 cl hrs) 201 Neurophysiology (60 clock hrs) 204 Endocrine Physiology (60 clock hrs) 422 Microbiology II (60 clock hrs) 205 Cardio Physiology (60 clock hrs) 428 Micropathology (60 clock hrs) Total: 1236 clock hours	Texas Chiropractic College, Division of Postgraduate Studies Additional coursework: Sem – DNA Isn’t Your Destiny\ Total: 12 clock hrs
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Business

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ronald Abercrombie (F)	Spring 2013 BUSA 1105 Introduction to Business, 3 (UT) BUSA 2105 Business Communications, 3 (UT)	MACC (Accounting), Valdosta State University Including the following coursework: MBA 7500 Managerial Economics (3) MBA 7350 Managerial Finance (3) MBA 7700 Current Topics in Business (3) Total: 9 graduate semester hours	
Yuna Chen (F)	Spring 2013 BUSA 2280 Introduction to Statistics, 3 (UT)	PhD (Economics), Florida International University	
Cori Crews (F)	Spring 2013 ACCT 2102 Principles of Accounting II, 3 (UT) ECON 2106 Microeconomics, 3 (UT)	MACC (Accounting), University of Georgia	Cardean University Additional coursework: ECON 710 Macroeconomics (3) EBDA 642 Economics for Managers (3) ECON 760 Global Comparative Economic Performance (3) ECON 742 Labor Economics (3) Total: 12 graduate semester hours University of Phoenix Additional coursework: ECO 533 Economics for Managerial Decision Making (3) Total: 3 graduate semester hours

			Georgia Southern University Additional coursework: ECON 7131 Microeconomics (3) Total: 3 graduate semester hours
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Chemistry

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Bernard Majdi (F)	Spring 2013 CHEM 1212K Principles of Chemistry II, 4 (UT) CHEM 2402K Organic Chemistry II, 4 (UT) ISCI 2001 Life/Earth Science, 3 (UT)	MA (Science: Biology Emphasis), Western State College of Colorado Included the following coursework: BIOL 691 Sem – Recent Adv in Biology (2) BIOL 691 Sem - Physiology (2) BIOL 691 Sem - Biosystematics (2) BIOL 691 Sem - Ecology (2) BIOL 691 Sem – Biometrics (2) BIOL 691 Sem – Physiology (2) BIOL 691 Sem – Microbiology (2) BIOL 693 Individual Problems (2) BIOL 693 Individual Problems (2) Total: 18 graduate semester hours BS (Biology, Minor in Chemistry), Metropolitan State College of Denver	University of Colorado at Colorado Springs Additional coursework: CHEM 582 Adv General Biochemistry (3) University of Northern Colorado Additional coursework: CHEM 590 Biochemical Techniques (3) CHEM 599 Seminar in Chemistry (1) CHEM 522 Adv Anal Chem (2) CHEM 522 Adv Anal Chem (1) CHEM 523 Chemical Spectroscopy (3) CHEM 600 Seminar in Chemistry (1) CHEM 587 Toxicology (3) CHEM 682 Problems Teaching Chem (3) CHEM 755 SPVSD Pract College Tchg (3) CHEM 533 Org Syn and Str Chem (3) CHEM 600 Seminar in Chemistry (1) CHEM 551 Phys Chem I (4) CHEM 552 Phys Chem II (4) Total: 32graduate semester hours (CHEM) BIO 621 Advanced Genetics (3) BIO 694 Found of Biol Research (2) BIO 525 Molecular Genetics (2) BIO 655 Advanced Microbiology (4) BIO 545 Cytology (3) BIO 622 Dir Study: Tumor Biology (2) Total: 16graduate semester hours (BIOL)

Form Updated: January 2011

Subhash Goel (F)	Spring 2013 CHEM 1211K Principles of Chemistry I, 4 (UT) CHEM 2240K Organic Chemistry, 4 (UT)	PhD (Organometallic Chemistry), University of Delhi, India MS (Organic Chemistry), Rohilkhand University	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Computer Information System

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Jessica Baker (P)	Spring 2013 CISY 1105 Information System Technology, 3 (UT)	MED (Instructional Technology), Troy University	
Paul Carson (F)	Spring 2013 CISY 1105 Information System Technology, 3 (UT)	MED (Instructional Technology), Valdosta State University	
Rebecca Futch (P)	Spring 2013 CISY 1105 Information System Technology, 3 (UT)	MED (Instructional Technology), Valdosta State University	
Cindi Kirkland (F)	Spring 2013 CISY 1105 Information System Technology, 3 (UT) MATH 1111 College Algebra, 3 (UT)	MED (Instructional Technology), Valdosta State University BS (Computer Information Systems), Valdosta State University	Valdosta State University Additional coursework: MATH 5010 History of Mathematics (3) MATH 5040 Set Theory (3) MATH 5180 Math For Mid Schl Tchrs (3) MATH 5190 Algebra And Geom for Teachers (3) MATH 6081 Modern Algebra I (3) MATH 6161 Mathematical Reasoning (3) Total: 18 graduate semester hours

Jason Strickland (P)	Spring 2013 CISY 2001 Computer Applications, 3 (UT)	MIT (Information Technology), American InterContinental University, Included the following coursework: ITN 620 Enterprise Network Design (6) ITS 610 Information Systems (6) ITD 640 Database Design & Implem (6) ITP 630 Object-Oriented Appl Dev (6) ITS 650 Intro to Information Security (6) ITS 660 Cryptography Concepts (6) ITS 670 Spec Topics- Network Security (6) ITS 685 Strategic Information Mgt (6) Total: 48 graduate quarter hours	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Communications

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Crystal Anderson (F)	Spring 2013 COMM 1110 Public Speaking, 3 (UT) WAYC 1101 Steps to Student Success, 2 (UN)	MA (Journalism & Mass Communication), University of Georgia, included the following coursework: JRMCM 8000 Prosem Mass Comm (3) JRMCM 8010 Mass Comm Research (3) JRMCM 8020 Public Opinion (3) JRMCM 8200 Telecom Mgmt (3) JRMCM 8220 TC Programming (3) JRMCM 8240 Telecomm Topics (3) SPCM 8340 Meths Rhet Crit (3) JRMCM 8040 International Comm (3) Total: 24 graduate semester hours	
Hayley Drummond (F)	Spring 2013 COMM 1110 Public Speaking, 3 (UT)	MA (Human Communication), Georgia State University BA (Speech Communication), Georgia State University	
Lee Pierce (P)	Spring 2013 COMM 1110 Public Speaking, 3 (UT)	MA (Communication), State University of New York at Brockport	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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<http://www.sacscoc.org>.

Form Updated: January 2011

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Criminal Justice

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Jason Butler (P)	Spring 2013 CRJU 2310 Juvenile Justice System, 3 (UT) CRJU 2810 Corrections, 3 (UT)	MS (Criminal Justice), Valdosta State University BS (Criminal Justice), Valdosta State University	
Jenny McIver (P)	Spring 2013 CRJU 2100 Survey of Law Enforcement, 3 (UT)	MS (Sociology), Valdosta State University BS (Criminal Justice), University of West Georgia	
Greta Smith (P)	Spring 2013 CRJU 1101, 3 (UT)	BS (Criminal Justice), Valdosta State University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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<http://www.sacscoc.org>.*

Faculty Roster Form **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: English

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Sheryl Avery (P)	Spring 2012 RGTE 0199 Regents' Writing Skills, 3 (D)	BA (English), Armstrong Atlantic State University	Developmental courses can be taught by faculty holding a Bachelor's degree.
Adrianne Bowen (F)	Spring 2012 ENGL 1101 English Composition I, 3 (UT) ENGL 1102 English Composition II, 3 (UT)	MA (English-Literature), The University of Southern Mississippi AB (English), The University of Georgia	
Angela Brownlee (P)	Spring 2012 ENGL 1102 English Composition II, 3 (UT)	EDS (English Education), Georgia Southern University included the following coursework: ENG 964 Sem Brit Fict (5) ENG 961 Sem Amer Roma (5) ENG 965 Sprt Brit Lit (5) ENG 820 Prob Coll Com (2) ENG 830 Method Resrch (3) ENG 858 Advanced Comp (5) ENG 762 Southern Lit (5) ENG 6452 His Eng Lang (4) ENG 752 English Novel (5) ENG 770 Cont World Fiction (5) ENG 856 Sem Lit Criticism (5) ENG 754 Mod Poetry to 1945 (5)	

		<p>ENG 962 Sem Amer Real (5) Total: 59 graduate quarter hours</p> <p>MED (Reading), Georgia Southern University</p> <p>BA (English), Stetson University</p>	
Glennis Coleman (P)	<p>Spring 2013 READ 0099 Developmental Reading, 3 (D)</p>	BA (English), Berry College	Developmental courses can be taught by faculty holding a Bachelor's degree.
Codrina Cozma (F)	<p>Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 1102 Composition II, 3 (UT) ENGL 2112 World Literature II, 3 (UT)</p>	PHD (English), University of South Florida	
Andrew DiNicola (F)	<p>Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 1102 Composition II, 3 (UT)</p>	MA (English), University of North Florida	
Katrice Driggers (F)	<p>Spring 2013 READ 0099 Developmental Reading, 3 (D)</p>	<p>MSED (Education), Walden University</p> <p>BSED (Early Childhood Education), Valdosta State University</p> <p>Included the following coursework: READ 3200 Intrtng Lit/Fine Arts Yng Ch (3) READ 3500 Teach Children To Read Primary (3) READ 4100 Assess & Correct Read Diff (3) READ 4200 Read & Write To Learn Intr Gr (3)</p>	Developmental Reading courses only
Ellen Dyal (F)	<p>Spring 2013 READ 0099 Learning Support Reading, 4 (D) SERV 1001 Service Learning, 1 (UT) RGTR 0198 Regents' Reading Skills, 3 (D) EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educ Contexts, 3 (UT) EDUC 2130 Exploring Teaching & Learning, 3 (UT)</p>	<p>EDS (Curriculum and Instruction), University of Florida</p> <p>Included the following coursework: ESE 6905, Rdg Reluctant Reader (3) RED 6548, Remedia Read Disabil (3) RED 6546, Diag Read Disabil (3) RED 6346, Classroom Reading 2 (3) RED 5355, Read Intermed Grades (3) RED 5337, Read Secondary School (3) Total: 18 graduate semester hours</p> <p>MED (Educational Psychology), University of Florida</p>	

Paula Fales (F)	Spring 2013 ENGL 1101 - English Composition I, 3 (UT) ENGL 0099 Learning Support English, 4 (D) SERV 1001 Service Learning, 1 (UT)	MA (English-Literature), Florida State University	
Elisa Johnson (F)	Spring 2013 ENGL 0099 Grammar Review and Basic Composition, 3 (D)	BA (English), Wittenberg University	Developmental courses can be taught by faculty holding a Bachelor's degree.
Brenda Jowers (P)	Spring 2013 ENGL 1101 English Composition I, 3 (UT)	MSED (English), Georgia Southern University Included the following coursework: ENG 553 Advanced Grammar (5) ENG 551 English Drama (5) ENG 570 Contemporary Fiction (5) ENG 557 Modern Drama (5) ENG 850 Bibliography & Research (5) ENG 752 English Novel (5) ENG 961 Sem American Romanticism (5) ENG 751 Modern Poetry (5) ENG 851 Chaucer (5) ENG 963 Sem 20th American Lit (5) ENG 857 Eng Romanticism (5) ENG 962 Sem Amer Realism (5) Total: 60 graduate quarter hours	
Rhonda Kelley, (F)	Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 1102 Composition II, 3 (UT) ENGL 2111 World Literature I, 3 (UT)	PHD (Comparative Literature), University of Georgia MA (Latin), University of Georgia BA (English/Latin), University of Georgia	

Stephen Nowicki (F)	Spring 2013 ENGL 1101 English Composition I, 3 (UT) ENGL 1102 English Composition II, 3 (UT) ENGL 0099 Learning Support English, 4 (D)	MAS (American Studies), University of Dallas included the following coursework: ENG 7377 SS/17th Cent Lyric (3) ENG 8322 American Renaissance (3) ENG 6377 SS/Liberty in Lit (3) ENG 6322 Shakespeare (3) ENG 6377 SS/Conrad (3) ENG 5375 SS/Modern Irish Lit (3) Total: 18 graduate semester hours BA (English), Emory University	West Georgia College Additional coursework: ENG 652 Lit for Adoles (5) ENG 629 Vict Poetry & Prose (5) ENG 637 Shakespeare (5) Total: 15 graduate quarter hours
Kay Pace (F)	Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 1102 Composition II, 3 (UT) ENGL 2130 American Literature, 3 (UT)	MA (English), Bowling Green State University	
Johnnie Sledge (P)	Spring 2013 RGTR 0198 Regents' Reading Skills, 3 (D)	MED (Special Education), Armstrong Atlantic State University included the following coursework: ELEC 5535U, Children's Lit (3) ECEG 7070 Tchg Cross Cultural Comm (3) EEXE 7031 Meth/Strat Teach LD: Read/Writ (3) Total: 9 graduate semester hours BLS (General Studies), Armstrong Atlantic State University included the following coursework relative to discipline: CEUG 3012 Lang Dev: Ages/Stages (3) DRS 228 Speech Communication (3) ENG 201 Sel in World Lit (3.3) ENG 101 Composition I (3) ENG 102 Composition II (3) EDN 210 Tchng & Exceptional Child (3.3) COMM 3050 Interpersonal/Small Group Comm (3)	Developmental courses can be taught by faculty holding a Bachelor's degree. Credentials sufficient for Reading. Work experience and Master's degree in Special Ed further qualify her to teach Reading. RGTR 0198 is a course designed to improve reading comprehension using various modes of discourse.

Elaine Stephens (F)	Spring 2013 ENGL 1102 English Composition II, 3 (UT) ENGL 2112 World Literature II, 3 (UT)	EDS (English), Georgia Southern College included the following coursework: ENG 971 Sem Lit West (5) ENG 851 Chaucer (5) Total: 10 graduate quarter hours MED (English), Georgia Southern College included the following coursework: ENG 856 Literary Criticism (5) ENG 961 Sem Amer Romantcsm (5) ENG 962 Sem Amer Realism (5) ENG 852 Shakespeare (5) Total: 20 graduate quarter hours	
Brian Sweat (F)	Spring 2013 ENGL 1101 English Composition I, 3 (UT) ENGL 1102 English Composition II, 3 (UT) ENGL 2131 Survey of American Literature I, 3 (UT) RGTE 0199 Regents' Writing Skills, 3 (D)	MA (English), Georgia College & State University	
Michael Talbott (F)	Spring 2013 ENGL 1101 Composition I, 3 (UT)	EDS (Secondary English), Valdosta State University MED (Reading Education), Valdosta State University Included the following coursework: ENG 500 Lit Crt (5) ENG 510 Lit Chldren (5) ENG 520 Southern Lit (5) ENG 530 Classical Mythol (5) ENG 540 Bible As Lit (5) ENG 609 Modern Novel (5) ENG 610 Modern Poetry (5) ENG 615 Nov Sh Ren Dram (5) ENG 625 Romanticism (5) ENG 626 Realism (5) ENG 631 Victorian Lit (5) ENG 650 Shakespeare I (5) ENG 680 American Novel (5) ENG 753 Diag & Corr Rdg (5) ENG 771 Am Lit 1865 1900 (5) Total: 75 graduate quarter hours	

William Webster (F)	Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 1102 Composition II, 3 (UT) ENGL 1111 Creative Writing, 1 ENGL 1112 Creative Writing, 1 ENGL 1113 Creative Writing, 1 ENGL 2130 American Literature, 3 (UT)	PHD (Comparative Literature), Purdue University MA (English), Middle Tennessee State University	
Brenda Whitley (P)	Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 1102 Composition II, 3 (UT)	MED (English Education), Georgia Southwestern State University	
Paul Wise (F)	Spring 2013 ENGL 1101 Composition I, 3 (UT) ENGL 2120 British Literature, 3 (UT)	PHD (Early American Literature), Georgia State University MA (American Romanticism), Georgia State University BA (English), Mercer University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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<http://www.sacscoc.org>.*

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: History

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Thomas Flowers (P)	Spring 2013 HIST 2111 American Civilization I, 3 (UT) HIST 2112 American Civilization II, 3 (UT)	MA (History), Valdosta State University	
Margaret Keeler (F)	Spring 2013 HIST 1122 Western Civilization II, 3 (UT) HIST 2111 American Civilization I, 3 (UT) HIST 2112 American Civilization II, 3 (UT)	MA (History), University of Tennessee - Knoxville	
Kevin Mason (F)	Spring 2013 HIST 2112 U.S. History II, 3 (UT)	PHD (History), University of North Carolina at Chapel Hill	
Melba Murphy (P)	Spring 2013 HIST 2111 American Civilization I, 3 (UT) SOCI 1101 Introduction to Sociology, 3 (UT)	MED (Social Science), Georgia Southern College Included the following coursework: PA 861 Local Government (5) SOC 752 Cult & Personality (5) SOC 854 Socialization Seminar (5) SOC 878 Seminar: Social Issues (5) Total: 20 graduate quarter hours	Georgia Southern University Additional coursework: HIS 875 America 1877-1896 (5) HIS 869 Age of Jackson (5) HIS 860 Ancient History (5) HIS 859 Sem: European History (5) SED 893 Dir Study – History (5) Total: 25 graduate quarter hours (HIST) SOC 880 Sem: Soc I (5) Total: 5 graduate quarter hours (SOC)

John Meyers (P)	Spring 2013 HIST 2112 U.S. History II, 3 (UT)	MA (History), New Mexico Highlands University	New Mexico Highlands University Additional coursework: 515 Government and Business (4) 532 Public Administration (4) 571 Gov In Latin America (3) 580 American Constitution (4) 650 Sem in Political Science (4) 650 Seminar-Public Admin (3) 650 Seminar In American Govt (4) 690 Research (4) Total: 30 graduate semester hours
Jeremy Petrella (F)	Spring 2013 HIST 1112 World History II, 3 (UT) HIST 2111 U.S. History I, 3 (UT) HIST 2112 U.S. History II, 3 (UT)	MA (History) Valdosta State University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Mathematics

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Duane Benson (F)	Spring 2013 MCLS 0099 Mathematical Literacy for College Students, 4 (D) MATH 1001 Quantitative Skills and Reasoning, 3 (UT) MATH 1111 College Algebra, 3 (UT)	MA (Mathematics), St. Louis University	
Kenneth Brown (P)	Spring 2013 MATH 1001 Quantitative Skill & Reasoning, 3 (UT)	EDS & MED (Middle Grades Education), Georgia Southern University included the following coursework: MAT 795 Spec Problems: Geometry/ Measurement (5) MAT 654 Math Models & Appl (5) MAT 799 Math Models/ Population Ecology (5) Total: 15 graduate quarter hours MATH 5232G Math Appl. Using Tech (3) Total: 3 graduate semester hours	Armstrong Atlantic State Univ. Additional coursework: MATH 5600G Foundations of Mathematics (3) MATH 6900 Sp Top: Geometry/Middle Grades (3) MATH 5911G Top Mth: NBR Theory/Dis Math (3) MATH 8540 Fundamentals of Probability (3) Total: 12 graduate semester hours
Matthew Brown (F)	Spring 2013 MATH 0099 Learning Support Mathematics II, 4 (D) MATH 1111 College Algebra, 3 (UT) MATH 1113 Precalculus, 4 (UT)	MA (Mathematics), University of Kentucky	

Ray Coleman (P)	Spring 2013 MATH 0099 Intermediate Algebra, 4 (D)	BBA (Business/Accounting), Mercer University Included the following coursework: MAT 103 College Algebra (5) MAT 201 Anal Geom & Cal I (5) MAT 209 Analytcl Geom, Calc II (5) MAT 252 Statistics (5) MATH 1113 Precalculus (3) MATH 2400 Calculus I (3) MATH 2450 Elementary Statistics (3)	Developmental courses can be taught by faculty holding a Bachelor's degree.
Shea Dreaden (P)	Spring 2013 MATH 0097 Fundamentals of Algebra, 4 (D) MATH 0099 Intermediate Algebra, 4 (D)	BS (Chemistry), North Georgia College and State University	Developmental courses can be taught by faculty holding a Bachelor's degree.
Rebecca Griffin (F)	Spring 2013 MATH 0099 Learning Support Mathematics I, 4 (D) MATH 1001 Quantitative Skills and Reasoning, 3 (UT) MATH 1113 Precalculus, 4 (UT)	MED (Mathematics Education), Georgia Southern University included the following coursework: MATH 5236G Patterns of Prob Solving (3) MATH 5136G History of Math (3) MATH 5330G Operations Research (3) MATH 5232G Math Appl Using Tech (3) MATH 5230G Advanced Geometry (3) MATH 6230 Fund Ideas of Calculus (3) Total: 18 graduate semester hours BSED (Mathematics Education), Georgia Southern University	
Lisa Howell (F)	Spring 2013 MATH 2200 Statistical Data Analysis, 3 (UT) MATH 1113 Precalculus, 4 (UT) MATH 2531 Calculus I, 4 (UT)	MS (Mathematics), Georgia Southern University	

Rebecca King (P)	Spring 2013 MATH 0099 Learning Support Mathematics II, 4 (D) MATH 2008 Foundations of Numbers and Operations, 3 (UT)	MED (Secondary Education), Valdosta State University included the following coursework: MAT 698 Cmptr Appl Math (5) MAT 699 Dis Str Fr Tchr (5) MAT 699 Spc Topics Math (5) MAT 580 Hist of Math (5) SED 892 Spec Top: Graphing Calculators (5) EDG 715 Ed Wksp: Math Wkshp (5) Total: 30 graduate quarter hours BS (Mathematics), Valdosta State University	
Leslie McGregor (P)	Spring 2013 MATH 1113 Precalculus, 4 (UT)	MED (Mathematics Education), Georgia Southern University Included the following coursework: MAT 556 Number Theory (5) MAT 554 Adv Geometry (5) MAT 757Fund of Probability (5) MAT 760 Fund Ideals of Calculus (5) MAT 753 Patterns of Problem Solving (5) MAT 890 Spec Topics: Elem Math in a Loga (5) MAT 795 Spec Problems: Adv Basic (5) MAT 859 Proj Geometry (5) Total: 40 graduate quarter hours	
Richard Oliver (P)	Spring 2013 MATH 1001 Quantitative Skills and Reasoning, 3 (UT)	EDS (Secondary Education), Valdosta State University Included following coursework: MAT 525 Prob & Stat (5) MAT 511 Al St Sec Thr 1 (5) MAT 512 Al St Sec Thr 2 (5) MAT 602 Found Math (5) MAT 590 Found of Geom (5) Total: 25 graduate quarter hours MED (Mathematics), Georgia Southern University Included the following coursework: MAT 795 Spec Prob Num Thry (5) MTH 650 Topology (5) MTH 712 Fndatn Geom (5) MTH 710 Fnda Algebra (5) Total: 20 graduate quarter hours	

Barbara Ross (P)	Spring 2013 MATH 0099 Learning Support Mathematics II, 4 (D)	MED (Middle Grades Education), Armstrong Atlantic State University included the following coursework: MATH 6900 Sp Top: Geom/Mid Grad (3) MATH 5600G Found of Math (3) MATH 5911G Top Mth: NBR Theory/ Dis Math (3) Total: 12 graduate semester hours	Georgia Southern University Additional coursework: MAT 795 Spec problems (5) MAT 751 Bas Idea Prob Solv (5) MAT 852 History of Math (5) Total: 15 graduate quarter hours
Andrew Shealy (F)	Spring 2013 MATH 0097 Learning Support Mathematics I, 4 (D) MATH 1001 Quantitative Skills and Reasoning, 3 (UT)	MS (Mathematics), College of Charleston	
Darrick Smoke (P)	Spring 2013 MATH 0099 Learning Support Mathematics II, 4 (D)	MED (Middle Grades Education), Armstrong Atlantic State University included the following coursework: MATH 7210 Quant Meth Dec Mak (3) MATH 6900 Sp Top: Geom/Mid Grads (3) MATH 6900 Special Topics in Math (3) Total: 9 graduate semester hours	Developmental Math courses only
Luck Watford (P)	Spring 2013 CISY 1105 Information System Technology, 3 (UT) MATH 1111 College Algebra, 3 (UT)	PHD (Mathematics), Auburn University	<ul style="list-style-type: none"> Developed undergraduate and graduate computer technology courses at Troy State. Served as Director of the Educational Technology Training Center for three years at Valdosta State University. Developed courses designed to train teachers in the use of computers in the classroom for the College of Education at Valdosta State University. Developed courses HTML for Valdosta State University and designed and implemented the first website for the College of Education at Valdosta State University. Provided technology instructional technology support at South Georgia College 15 years. Served as webmaster for South Georgia College.

Derek Westwood (F)	Spring 2013 MCLS 0099 Mathematical Literacy for College Students, 4 (D) MATH 1001 Quantitative Skills and Reasoning, 3 (UT) MATH 1113 Precalculus, 4 (UT)	PHD (Mathematics), University of Michigan	
Keena White (P)	Spring 2013 MATH 0099 Learning Support (D) Mathematics II, 4 (D)	BSED (Mathematics Education), Georgia Southern University Included the following coursework: MAT 531 Bas Idea/Geometry (3) MAT 553 Patterns/Prob Solv (5) MAT 570 Fund Set Theory (5) MAT 595 Spec Problems (5) MAT 556 Number Theory (5) Total: 23 graduate quarter hours	Developmental courses can be taught by faculty holding a Bachelor's degree.

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Music

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Willie Character (P)	Spring 2012 MUSC 1100 Music Appreciation, 3 (UT) MUSA 1020 Applied Music, 1 (UT) Fall 2012 MUSC 1100 Music Appreciation, 3 (UT)	MMED (Music Education), University of Georgia included the following coursework: MUS 641 Bibliography (5) MUS 746 Mus in Recreation (3) MUS 710 Advanced Theory (3) MUS 738 Adv Conducting (3) MUS 712 Adv Tec Mus Ele Sch (3) MUS 740 Prin Mus Therapy I (3) MUS 733 Mus Admin and Curr (3) MUS 791 Collegium Musicum (1) MUS 782 App Mus Voice (2) MUS 655 Adv Mus History (5) MUS 670 Form and Analysis (5) Total: 36 graduate quarter hours BSED (Music), Ohio State University	
James Knowles (P)	Spring 2013 MUSI 1100	MMED (Music Education), University of Georgia MUS 642 Wagners Mus Dramas (3) MUS 651 Music & Literature (5) MUS 662 Modern Music (5) MUS 732 Prob Instr Mus Educ (3) MUS 733 Adm And Curriculum (2) MUS 735 Instr Mus Materials (3) MUS 736 Editing & Arranging (3) MUS 785 Applied Music (5)	

Form Updated: January 2011

		MUS 921 Music Problem (5) Total: 34 graduate quarter hours BMUS (Music), University of Georgia	
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Nursing

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Lisa Batten (F)	Spring 2013 NURS 2211 Care of Adults II, 10 (UT) NURS 3106 Health Assessment, 3 (UT)	MSN (Nursing), Valdosta State University	
Mary Benek (F)	Spring 2013 NURS 2213 Women's Health, 6 (UT)	MN (Nursing), Emory University	
Jamie Carter (F)	Spring 2013 NURS 1102 Care of Adults I, 5 (UT)	MSN (Nursing), Valdosta State University	
Crystal Callahan (F)	Spring 2013 NURS 1105 Care of Adults I, 5 (UT)	MSN, Valdosta State University	
Susan Clements (F)	Spring 2013 NURS 2213 Women's Health, 6 (UT)	MSN (Nursing), Valdosta State University	
Angela Jacobs (F)	Spring 2013 NURS 1103 Mental Health Nursing, (5) UT	MSN (Nursing), Valdosta State University	

Bobby Jean Musgrove (F)	Spring 2013 NURS 1000 Medical Terminology, 1 (UT) NURS 2215 Trends and Issues, 1 (UT) NURS 4110 Informatics, 3 (UT)	MSN (Nursing), Valdosta State University	
Melissa Peacock (F)	Spring 2013 NURS 2214 Nursing of Children, 6 (UT)	MSN (Nursing), Valdosta State University	
Shirley Sasser (F)	Spring 2013 NURS 1102 Care of Adults I, 5 (UT)	MSN (Nursing), Valdosta State University	
Cheryl Solomon (F)	Spring 2013 NURS 2211 Care of Adults II, 10 (UT)	MSN (Nursing), Albany State University	
Kasey Strickland (F)	Spring 2013 NURS 1103 Mental Health Nursing, 5 (UT)	BSN (Nursing), Valdosta State University	MSN to be awarded in December 2012.
Scott Thigpen (F)	Spring 2013 NURS 4108 Nursing Leadership and Management, 3 (UT)	MSN (Nursing), Valdosta State University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Physical Education

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Tracy Angel (F)	Spring 2013 HLHP 2015 Fundamentals of Nutrition, 2 (UT) HLHP 2020 Introduction to Athletic training, 3 (UT) PHED 1004 First Aid/CPR, 2 (UT)	MAT (Health and Physical Education), Columbus State University	
Cory Baldwin (P)	Spring 2013 PHED 1260 Physical Conditioning Survey, 1 (UT) PHED 1300 Introduction to Team Sports, 1 (UT) WAYC 1101 Steps to Student Success, 2 (UN)	MA (Education: Instruction), Central Michigan University BS (Health Care Management), Clayton State University	
C. M. Jenkins (P)	Spring 2013 PHED 1100 Personal Fitness I, 1 (UT) PHED 1104 Fitness Walking/Aerobics, 1 (UT) PHED 1200 Tennis/Golf, 1 (UT) PHED 1201 Tennis/Badminton, 1 (UT)	MED (Physical Education), Georgia Southern University	

Ken Jorishie (P)	Spring 2013 PHED 1110 Standard First Aid and Community CPR, 2 (UT)	BS (Forestry), West Virginia University	Certified Instructor of First Aid and CPR for American Red Cross
Chris Royer (P)	Spring 2013 PHED 1501 Swimming, 1 (UT) PHED 1502 Lifeguarding, 2 (UT)	MSS (Sports Management), United States Sports Academy BS (Recreation), Georgia Southern College	
Randy Yonz (F)	Spring 2013 PHED 1000 Principles of Personal and Community Health, 2 (UT) PHED 1120 Fitness and Wellness, 2 (UT) PHED 1260 Physical Conditioning Survey, 1 (UT) PHED 1300 Intro to Team Sports, 1 (UT)	MED (Health/Physical Edu – Gr PreK-12), Valdosta State University Included following coursework: PE 720 Psy of Sport (5) PE 515 Special Topics (5) PE 780 His & Phil P. E. (5) PE 790 Organization PE (5) PE 750 Evaluation P. E. (5) PE 515 Aids/Sexuality (5) Total: 30 graduate quarter hours BSED (Health/Physical Edu – Gr PreK-12), Valdosta State University	Georgia Southern University Additional coursework: PE 850 Mech Analysis (5) Total: 5 graduate quarter hours

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form **Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Political Science

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
John Meyers (P)	Spring 2013 POLS 1101 American/Georgia History and Constitution, 3 (UT) POLS 1101 American Government, 3 (UT)	MA (History) New Mexico Highlands University	New Mexico Highlands University Additional coursework: 515 Government and Business (4) 532 Public Administration (4) 571 Gov In Latin America (3) 580 American Constitution (4) 650 Sem in Political Science (4) 650 Seminar-Public Admin (3) 650 Seminar In American Govt (4) 690 Research (4)
Howard Potts (F)	Spring 2013 POLS 1101 American Government, 3 (UT) POLS 2501 International/Intercultural Studies, 3 (UT)	MA (Latin American Studies), The University of Alabama Included the following coursework: PSC 513 Amer Foreign Policy (3) PSC 542 Internatl Conflict (3) PSC 598 Dir Reading & Research (3) PSC 595 Dir Reading & Research (3) Total: 12 graduate semester hours	University of Montevallo Additional coursework: POS 590 Directed Read in POS (3) POS 590 Directed Read in POS (3) Total: 6 graduate semester hours

Frank Pridemore (F)	Spring 2013 POLS 1101 American Government, 3 (UT)	MPA (Public Administration). Valdosta State University	Valdosta State University coursework: POLS 6830 History of EU Integration (3) POLS 6830 EU Law & Legal Systems (3) POLS 6830 Social Policy in Europe (3) POLS 6830 EU Environmental Policy (3) POLS 6830 Doing Business in the EU (3) POS 625 Special Topics POS (5 quarter hours) POS 625 PUB SEC LBR REL (5 quarter hours) POS 630 NAT SEC ADM POL (5 quarter hours) Total: 25 graduate semester hours
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

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Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Psychology

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
William Hall (P)	Spring 2013 PSYC 1101 Introduction to General Psychology, 3 (UT) PSYC 2103 Introduction to Human Growth, 3 (UT)	MS (Psychology), Valdosta State University BS (Psychology), Valdosta State University	
Anthony Hendrix (F)	Spring 2013 PSYC 1101 Introduction to General Psychology, 3 (UT) PSYC 2103 Introduction to Human Growth, 3 (UT) RELS 2020 Introduction to World Religions, 3 (UT)	EDD, New Orleans Baptist Theological Seminary Included the following coursework: PSY 895 Psycho Evaluation (6) PSY 898 Gr. Dynamics & Couns (6) PSY 770 Edd Psy Colloquium (2) PSY 893 Abnormal Psychology (6) PSY 795 Clin Past. Counseling (6) PSY 886 Sup. Rdg Psy & Couns (2) PSY 887 Sup. Rdg Psy & Couns (2) PSY 897 Marr & Fam Counseling (6) PSY 797 Marr & Fam Couns Prac. (6) PSY 896 Psy Couns App Soc Pr (6) PSY 888 Sup Rdg Psy & Couns (2) PSY 891 Cont App Couns Psyc (6) Total: 56 graduate semester hours MDIV, New Orleans Baptist Theological	Valdosta State University Additional coursework: SOC 816 Ethics & FM Law (5) Total: 5 graduate quarter hours SOC 7050 Class, Gender & Ethnic Issues (3) SOC 6700 Family Sociology (3) SOC 7100 Comm Change (3) SOC 7100 Issues in Applied Sociology (3) SOC 7012 Sociological Theory (3) Total: 15 graduate semester hours

		Seminary Included the following coursework: B 530 Church and Ministry (2) B 510 Intro to Old Testament (2) B 511 Intro to Old Testament (2) B 531 Intro to New Testament (2) B 532 Intro to New Testament (2) C 523 History of the Baptist (2) C 580 Religion in Society (2) C 550 Intro to Christian Theology (2) B 630 OT Ex Amos & Hos Eng (2) B 630 NT Ex Eng Jam, I (2) B 630 NT Exeg Luke Eng (2) B 616 OT Exeg Psalms Eng (2) B 500 Hist Geog of Bib Lnd (2) B 602 Early Rac & Cul NEAS (2) B 602 Chr Devotional Classics (2) B 671 Christian Apologetics (2) C 581 Biblical Ethics (2) Total: 34 graduate semester hours	
Frank Howliski (F)	Spring 2013 PSYC 1101 Intro. to General Psychology 3 (UT) PSYC 2101 Abnormal Psychology 3 (UT) PSYC 2103 Intro. to Human Development 3 (UT)	PHD (Clinical-Community Psychology), DePaul University MA (Clinical-Community Psychology), DePaul University BS (Psychology), East Tennessee State University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

*An electronic version of this form and its instructions for completion are located under the Institutional Resources link on the SACS-COC website:
<http://www.sacscoc.org>.*

Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Sociology

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Richard Hudson (P)	Spring 2013 SOCI 1160 Introduction to Social Problems, 3 (UT)	PHD (Sociology), The City University of New York	
Robert Lightfoot (F)	Spring 2013 SOCI 1101 Introduction to Sociology, 3 (UT) SOCI 2501 Multiple Aspects of Diversity, 3 (UT)	PHD (Criminology), Florida State University MS (Sociology), Valdosta State University BA (Sociology-Anthropology), Valdosta State University	
Glen Maul (F)	Spring 2013 SOCI 1101 Introductory Sociology, 3 (UT) SOCI 1160 Introductions to Social Problems, 3 (UT)	EdD (Counseling), Rutgers University MA (Psychology), Brooklyn College MSW (Social Work), Valdosta State University	
Leonard Steverson (F)	Spring 2013 SOCI 1101 Introduction to Sociology, 3 (UT) SOCI 1160 Introduction to Social Problems, 3 (UT)	MS (Sociology), Valdosta State University	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

*An electronic version of this form and its instructions for completion are located under the Institutional Resources link on the SACS-COC website:
<http://www.sacscoc.org>.*

Form Updated: January 2011

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: South Georgia State College

Name of Primary Department, Academic Program, or Discipline: Spanish

Academic Term(s) Included: Spring 2013

Date Form Completed: 9/27/2012

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Tiffany Briceno (F)	Spring 2013 SPAN 1001 Elementary Spanish I, 3 (UT) SPAN 1002 Elementary Spanish II, 3 (UT)	MED (Spanish), Georgia Southern University Including the following coursework: SPA 650 Phone & Style (5) SPA 799 Sel Topics Spa (5) SPA 851 Prob Lang Acq Spa (5) SPA 899 Dir Study Spanish (5) Total: 20 graduate quarter hours	
Salvador Ceballos (P)	Spring 2013 SPAN 1002 Elementary Spanish II, 3 (UT) BUSA 1105 Introduction to Business, 3 (UT)	MA (Management), Webster University	Georgia Southern University Additional coursework: SPAN 5331 Latinos in the U.S. (3) SPAN 7131 Stylistics in Span (3) SPAN 7890 16-17 C: Drama in Spain (3) SPAN 7890 Directed Indep Study/ Spanish (3) SPAN 5332G Spanish American Cinema (3) SPAN 7890 Adv Technology for Business (3) Total: 18 graduate semester hours
Dina Hendrix (P)	Spring 2013 SPAN 1001 Elementary Spanish I, 3 (UT)	MED (Secondary Education – Spanish), Valdosta State University SPA 605 Adv Conversion (5) SPA 535 Span-Am Civ I (5) SPA 536 Span-Am Civ II (5) SPA 526 Span Civ II (5) SPA 525 Span Civ I (5) Total: 25 graduate quarter hours	Georgia Southern University Additional coursework: SPA 892 Sem in Spanish – Contemp Hispanic Culture (5) SPA 899 Directed Study Spanish – Latin American Literature (5) Total: 10 graduate quarter hours Spanish is also native language

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

An electronic version of this form and its instructions for completion are located under the Institutional Resources link on the SACS-COC website:

<http://www.sacscoc.org>.

Form Updated: January 2011

BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
FY 2012 Amended Allocation of State Appropriations

	FY 2012 Original Budget: State Appropriations	Reductions	FY 2012 Amended Budget: State Appropriations	% Reduction
Formula Funds				
Georgia Institute of Technology	\$ 190,500,054	(\$3,810,001)	\$186,690,053	(2.00%)
Georgia State University	\$ 172,371,059	(\$3,447,421)	\$168,923,638	(2.00%)
Georgia Health Sciences University	\$ 132,224,488	(\$2,644,490)	\$129,579,998	(2.00%)
University of Georgia	\$ 294,323,368	(\$5,886,467)	\$288,436,901	(2.00%)
Georgia Southern University	\$ 74,357,369	(\$1,487,147)	\$72,870,222	(2.00%)
Valdosta State University	\$ 44,502,830	(\$890,057)	\$43,612,773	(2.00%)
Albany State University	\$ 18,051,667	(\$361,033)	\$17,690,634	(2.00%)
Armstrong Atlantic State University	\$ 26,583,149	(\$531,663)	\$26,051,486	(2.00%)
Augusta State University	\$ 23,584,818	(\$471,696)	\$23,113,122	(2.00%)
Clayton State University	\$ 21,788,136	(\$435,763)	\$21,352,373	(2.00%)
Columbus State University	\$ 30,648,601	(\$612,972)	\$30,035,629	(2.00%)
Fort Valley State University	\$ 19,127,832	(\$382,557)	\$18,745,275	(2.00%)
Georgia College & State University	\$ 27,784,952	(\$555,699)	\$27,229,253	(2.00%)
Georgia Southwestern State University	\$ 10,913,845	(\$218,277)	\$10,695,568	(2.00%)
Kennesaw State University	\$ 74,351,967	(\$1,487,039)	\$72,864,928	(2.00%)
North Georgia College & State University	\$ 21,060,284	(\$421,206)	\$20,639,078	(2.00%)
Savannah State University	\$ 16,823,833	(\$336,477)	\$16,487,356	(2.00%)
Southern Polytechnic State University	\$ 19,514,719	(\$390,294)	\$19,124,425	(2.00%)
University of West Georgia	\$ 41,993,105	(\$839,862)	\$41,153,243	(2.00%)
Abraham Baldwin Agricultural College	\$ 12,525,433	(\$250,509)	\$12,274,924	(2.00%)
Atlanta Metropolitan College	\$ 7,244,966	(\$144,899)	\$7,100,067	(2.00%)
College of Coastal Georgia	\$ 12,299,995	(\$246,000)	\$12,053,995	(2.00%)
Dalton State College	\$ 12,684,843	(\$253,697)	\$12,431,146	(2.00%)
Darton College	\$ 13,550,674	(\$271,013)	\$13,279,661	(2.00%)
East Georgia College	\$ 5,987,763	(\$119,755)	\$5,868,008	(2.00%)
Gainesville State College	\$ 19,141,513	(\$382,830)	\$18,758,683	(2.00%)
Georgia Gwinnett College	\$ 33,584,115	(\$671,682)	\$32,912,433	(2.00%)
Georgia Highlands College	\$ 13,146,081	(\$262,922)	\$12,883,159	(2.00%)
Georgia Perimeter College	\$ 51,241,145	(\$1,024,823)	\$50,216,322	(2.00%)
Gordon College	\$ 10,349,594	(\$206,992)	\$10,142,602	(2.00%)
Macon State College	\$ 17,734,469	(\$354,689)	\$17,379,780	(2.00%)
Middle Georgia College	\$ 14,827,203	(\$296,544)	\$14,530,659	(2.00%)
South Georgia College	\$ 6,459,541	(\$129,191)	\$6,330,350	(2.00%)
Bainbridge College	\$ 8,184,320	(\$163,686)	\$8,020,634	(2.00%)
Waycross College	\$ 3,342,087	(\$66,842)	\$3,275,245	(2.00%)
Office of Information Technology Services	\$ 29,696,695	(\$593,934)	\$29,102,761	(2.00%)
Regents Central Office -A	\$ 6,893,735	(\$137,875)	\$6,755,860	(2.00%)
Skidaway Institute of Oceanography-A	\$ 870,779	(\$17,416)	\$853,363	(2.00%)
Alternative Media Access Center (AMAC)	\$ 962,380	(\$19,248)	\$943,132	(2.00%)
Shared Services Center - Sandersville	\$ 8,840,150	(\$176,803)	\$8,663,347	(2.00%)
System Services & Initiatives	\$ 3,716,972	(\$74,339)	\$3,642,633	(2.00%)
Total Formula Funds	\$ 1,553,790,529	(\$31,075,810)	\$ 1,522,714,719	(2.00%)

South Georgia College Corrective Action Plans

Purchasing Procedures

- The College began to require pre-purchase approvals in February 2013. All requests for purchase (excluding contracts, utilities, and travel) have a pre-purchase signature of approval. The pre-purchase approval will be located on the Departmental Request form. The approver is at least at the level of supervisor, budget manager, or Vice President.
- In February 2013, the college began implementation of the eProcurement for purchasing all items that are available in the Georgia First Marketplace. The eProcurement system has approval controls on all purchases. Requesters shop and then create requisitions, the requisition flows electronically to the budget manager, for approval, based on the accounting chart strings tied to the requisition. After the requisition is approved, it flows electronically to the Buyer. The Buyer approves and then budget checks the requisition. After the requisition is approved and budget checked, it becomes a purchase order and is sourced to the vender. When the requester receives their order from the vendor, they use desk top receiving in eProcurement to record receipt of the items. Accounts payable can only pay invoices once the items have been received.
- Beginning in FY 2013, the college is developing procedures to require purchase orders on all items that are not purchased through eProcurement. This requirement will be fully effective by the end of August. The Director of Business Services will prepare the purchase orders.

Capital Asset Procedures to Improve Controls

- All voucher packages with an amount equal to or greater than \$5,000 that are submitted to AP will be scanned and e-mailed to the Accountant for review. The Accountant will review the documents to determine if the item is indeed an asset that needs to be added in the People Soft Asset Management Module. Review of these voucher packages will serve to prevent assets from being erroneously left off the Capital Ledger.
- All voucher packages that are to be paid with MRR funds are submitted directly to the Accountant. The Accountant makes a copy of the documents, records the request on an MRR request log, signs the MRR documents, and then gives them to AP for payment. The request log is used to monitor and record all requests from Physical Plant, to monitor requests/reimbursements from GSFIC, and to track projects to be sure that all projects that meet capitalization thresholds are added to the Capital Ledger.

- Capital Asset documents, requested by the Auditors, will be reviewed by the appointed audit liaison before the documents are provided to the Auditors. This will ensure that supporting financial documents provided to the auditors are truly representative of the College's financial statement balances.
- The Capital Ledger will be reconciled to the General Ledger on a monthly basis so that all additions and deletions will be recorded in Asset Management, and, if applicable, any variances will be identified and corrected.
- Construction Work In Progress reconciliations between the Director of Business Services and the Accountant will be reviewed at year-end, or sooner if the project is completed during the FY, so that all completed projects will be appropriately categorized in Asset additions. The Director of Business Services prepares the year-end CWIP journal entries, and the Accountant adds assets to Asset Management in PeopleSoft.

Employee Compensation

- The Human Resources Director's roles were changed subsequent to the audit to correct conflicting responsibilities. The line of reporting was amended subsequent to the audit. Donna Ross (Human Resources Assistant) reports to Keith Newell (Director of Human Resources). Donna enters new hires into the ADP system. Tammy Parker (Payroll Assistant) processes payroll and reports to Mark Latham (Director of Fiscal Services).
- The official contract is required before entering salary information.
- The payroll Assistant is following only the official policies and procedures pertaining to overtime pay. Keith Newell made a presentation at Administrative Council, and Cabinet meetings to train division heads on official policy regarding overtime pay.
- The Compensated Absences report provided from ADP will be verified to other system reports and spreadsheets to be sure that all leave taken and earned has been recorded.

Financial Reporting

- Controls over financial reporting have been strengthened and these examples can be found throughout the other responses to the college's Findings.



WAYCROSS COLLEGE WAYCROSS, GEORGIA

**MANAGEMENT REPORT
FOR FISCAL YEAR ENDED
JUNE 30, 2011**

**A Member Institution of the
University System of Georgia**



**Georgia Department of
Audits and Accounts**

**Russell W. Hinton
State Auditor**

WAYCROSS COLLEGE

- TABLE OF CONTENTS -

Page

SECTION I

FINANCIAL

LETTER OF TRANSMITTAL

SELECTED FINANCIAL INFORMATION

EXHIBITS

A	STATEMENT OF NET ASSETS - (GAAP BASIS)	2
B	STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS - (GAAP BASIS)	3
C	STATEMENT OF CASH FLOWS - (GAAP BASIS)	5
D	SELECTED FINANCIAL NOTES	6

SUPPLEMENTARY INFORMATION

SCHEDULES

1	BALANCE SHEET - (STATUTORY BASIS) BUDGET FUND	18
2	SUMMARY BUDGET COMPARISON AND SURPLUS ANALYSIS REPORT (STATUTORY BASIS) BUDGET FUND	19
3	STATEMENT OF FUNDS AVAILABLE AND EXPENDITURES COMPARED TO BUDGET BY PROGRAM AND FUNDING SOURCE (STATUTORY BASIS) BUDGET FUND	20
4	STATEMENT OF CHANGES TO FUND BALANCE BY PROGRAM AND FUNDING SOURCE (STATUTORY BASIS) BUDGET FUND	22
5	RECONCILIATION OF SALARIES AND TRAVEL	25

SECTION II

FINDINGS, QUESTIONED COSTS AND OTHER ITEMS

SCHEDULE OF FINDINGS, QUESTIONED COSTS AND OTHER ITEMS

DRAFT

SECTION I

FINANCIAL

DRAFT

SELECTED FINANCIAL INFORMATION

DRAFT

SUPPLEMENTARY INFORMATION

DRAFT

SECTION II

FINDINGS, QUESTIONED COSTS AND OTHER ITEMS

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DEPARTMENT OF AUDITS AND ACCOUNTS

270 Washington Street, S.W., Suite 1-156
Atlanta, Georgia 30334-8400

Russell W. Hinton
STATE AUDITOR
(404) 656-2174

Honorable Nathan Deal, Governor
Members of the General Assembly of Georgia
Members of the State Board of Regents of the
University System of Georgia
and
Honorable Mary Ellen Wilson, Interim President
Waycross College

Ladies and Gentlemen:

As part of our audits of the basic financial statements of the University System of Georgia presented in the *Annual Financial Report* for the University System of Georgia, the basic financial statements of the State of Georgia presented in the *State of Georgia Comprehensive Annual Financial Report* and the issuance of a *State of Georgia Single Audit Report* pursuant to the Single Audit Act Amendments, as of and for the year ended June 30, 2011, we have performed certain audit procedures at Waycross College. Accordingly, the financial statements and compliance activities of Waycross College were examined to the extent considered necessary in order to express an opinion as to the fair presentation of the financial statements contained in the foregoing documents and to issue reports on compliance and internal control as required by the Single Audit Act Amendments of 1996.

This Management Report contains information pertinent to the financial and compliance activities of Waycross College as of and for the year ended June 30, 2011. Information contained in this report is a by-product of our audits of the basic financial statements of the University System of Georgia and the basic financial statements of the State of Georgia and is the representation of management. Accordingly, we do not express an opinion or any other form of assurance on it. The particular information provided which includes a section on findings and other items reported in accordance with Commission on Colleges regulation 2.11.1 is enumerated in the Table of Contents.

This report is intended solely for the information and use of the management of Waycross College, members of the Board of Regents of the University System of Georgia and the Southern Association of Colleges and Schools - Commission on Colleges and is not intended to be and should not be used by anyone other than these specified parties.

Respectfully submitted,

Russell W. Hinton, CPA, CGFM
State Auditor

RWH:as

WAYCROSS COLLEGE
STATEMENT OF NET ASSETS - (GAAP BASIS)
JUNE 30, 2011

EXHIBIT "A"

ASSETS

Current Assets	
Cash and Cash Equivalents	\$ 953,642
Accounts Receivable, Net (Note 3)	
Federal Financial Assistance	351,471
Other	314,628
Due from Affiliated Organizations	9,715
Inventories	161,622
Prepaid Items	1,400
	<hr/>
Total Current Assets	\$ 1,792,478
Noncurrent Assets	
Investments	\$ 282,198
Capital Assets, Net (Note 4)	9,427,320
	<hr/>
Total Noncurrent Assets	\$ 9,709,518
	<hr/>
Total Assets	\$ 11,501,996

LIABILITIES

Current Liabilities	
Accounts Payable	\$ 43,074
Salaries Payable	35,107
Contracts Payable	35,597
Deferred Revenue (Note 5)	361,073
Other Liabilities	51,886
Deposits Held for Other Organizations	17,602
Compensated Absences	131,586
	<hr/>
Total Current Liabilities	\$ 675,925
Noncurrent Liabilities	
Compensated Absences	106,070
	<hr/>
Total Liabilities	\$ 781,995

NET ASSETS

Invested in Capital Assets, Net of Related Debt	\$ 9,427,320
Restricted for:	
Nonexpendable	136,240
Expendable	98,625
Unrestricted	1,057,816
	<hr/>
Total Net Assets	\$ 10,720,001

WAYCROSS COLLEGE
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET ASSETS - (GAAP BASIS)
YEAR ENDED JUNE 30, 2011

EXHIBIT "B"

OPERATING REVENUES

Student Tuition and Fees	\$ 2,677,167
Less: Scholarship Allowances	-1,399,246
Grants and Contracts	
Federal	3,465
Rents and Royalties	450
Auxiliary Enterprises	
Bookstore	527,370
Food Services	31,887
Parking/Transportation	8,911
Intercollegiate Athletics	164,865
Other Organizations	22,066
Other Operating Revenues	<u>27,800</u>
 Total Operating Revenues	 \$ <u>2,064,735</u>

OPERATING EXPENSES

Salaries	
Faculty	\$ 1,423,726
Staff	2,239,256
Employee Benefits	1,199,639
Other Personal Services	35,572
Travel	34,146
Scholarships and Fellowships	1,445,247
Utilities	292,346
Supplies and Other Services	1,727,319
Depreciation	<u>415,051</u>
 Total Operating Expenses	 \$ <u>8,812,302</u>
 Operating Income (Loss)	 \$ <u>-6,747,567</u>

NONOPERATING REVENUES (EXPENSES)

State Appropriations	\$ 3,442,645
Grants and Contracts	
Federal	2,731,163
Other	56,509
Gifts	36,032
Investment Income	<u>39,297</u>
 Net Nonoperating Revenues	 \$ <u>6,305,646</u>
 Income (Loss) Before Other Revenues, Expenses, Gains, or Losses	 \$ <u>-441,921</u>
 Capital Grants and Gifts	
State	<u>503,834</u>
 Increase (Decrease) in Net Assets	 \$ <u>61,913</u>
 Net Assets - Beginning of Year	 <u>10,658,088</u>
 Net Assets - End of Year	 \$ <u><u>10,720,001</u></u>

WAYCROSS COLLEGE
STATEMENT OF CASH FLOWS - (GAAP BASIS)
YEAR ENDED JUNE 30, 2011

EXHIBIT "C"

CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and Fees	\$ 1,191,925
Grants and Contracts	172,292
Payments to Suppliers	-3,382,730
Payments to Employees	-3,664,259
Payments for Scholarships and Fellowships	-1,445,247
Auxiliary Enterprise Charges:	
Bookstore	509,890
Food Services	32,914
Parking/Transportation	8,911
Intercollegiate Athletics	161,588
Other Organizations	21,042
Other Receipts (Payments)	<u>61,267</u>
Net Cash Provided (Used) by Operating Activities	\$ <u>-6,332,407</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State Appropriations	\$ 3,442,645
Agency Funds Transactions	-94,774
Gifts and Grants Received for Other than Capital Purposes	<u>2,823,705</u>
Net Cash Flows Provided (Used) by Noncapital Financing Activities	\$ <u>6,171,576</u>
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Capital Grants and Gifts Received	\$ 503,834
Purchases of Capital Assets	<u>-807,348</u>
Net Cash Provided (Used) by Capital and Related Financing Activities	\$ <u>-303,514</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Interest on Investments	\$ <u>10,944</u>
Net Increase (Decrease) in Cash	\$ -453,401
Cash and Cash Equivalents - Beginning of Year	<u>1,407,043</u>
Cash and Cash Equivalents - End of Year	<u><u>\$ 953,642</u></u>
RECONCILIATION OF OPERATING LOSS TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES:	
Operating Income (Loss)	\$ -6,747,567
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided (Used) by Operating Activities	
Depreciation	415,051
Change in Assets and Liabilities:	
Accounts Receivable, Net	192,246
Inventories	-29,386
Prepaid Items	2,500
Accounts Payable	-16,777
Deferred Revenue	-70,279
Other Liabilities	-85,652
Compensated Absences	<u>7,457</u>
Net Cash Provided (Used) by Operating Activities	\$ <u><u>-6,332,407</u></u>
NONCASH ACTIVITY	
Change in Fair Value of Investments Recognized as a Component of Interest Income	<u><u>\$ 28,353</u></u>

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

REPORTING ENTITY

Waycross College is one of thirty-five (35) State supported member institutions of higher education in Georgia which comprise the University System of Georgia, an organizational unit of the State of Georgia. The accompanying financial statements reflect the operations of Waycross College as a separate reporting entity.

The Board of Regents has constitutional authority to govern, control and manage the University System of Georgia. This authority includes but is not limited to the power to designate management, the ability to significantly influence operations, the authority to control institutions' budgets, the power to determine allotments of State funds to member institutions and the authority to prescribe accounting systems and administrative policies for member institutions. Waycross College does not have authority to retain unexpended State appropriations (surplus) for any given fiscal year. Accordingly, Waycross College is considered an organizational unit of the Board of Regents of the University System of Georgia reporting entity for financial reporting purposes because of the significance of its legal, operational, and financial relationships with the Board of Regents as defined in Section 2100 of the Governmental Accounting Standards Board (GASB) Codification of Governmental Accounting and Financial Reporting Standards.

NET ASSETS

The College's net assets are classified as follows:

Invested in capital assets, net of related debt: This represents the College's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

Restricted net assets - nonexpendable: Nonexpendable restricted net assets consist of endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal. The College may accumulate as much of the annual net income of an institutional fund as is prudent under the standard established by Code Section 44-15-7 of Annotated Code of Georgia.

Restricted net assets - expendable: Restricted expendable net assets include resources in which the College is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

Unrestricted net assets: Unrestricted net assets represent resources derived from student tuition and fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions relating to the educational and general operations of the College and may be used at the discretion of the governing board to meet current expenses for those purposes, except for unexpended state appropriations (surplus) of \$793.64. Unexpended state appropriations must be refunded to the Board of Regents of the University System of Georgia, University System Office for remittance to the Office of the State Treasurer. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

NOTE 2: DEPOSITS AND INVESTMENTS

DEPOSITS

The custodial credit risk for deposits is the risk that in the event of a bank failure, the College's deposits may not be recovered. Funds belonging to the State of Georgia (and thus the college) cannot be placed in a depository paying interest longer than ten days without the depository providing a surety bond to the State. In lieu of a surety bond, the depository may pledge as collateral any one or more of the following securities as enumerated in the Official Code of Georgia Annotated Section 50-17-59:

1. Bonds, bills, notes, certificates of indebtedness, or other direct obligations of the United States or of the State of Georgia.
2. Bonds, bills, notes, certificates of indebtedness or other obligations of the counties or municipalities of the State of Georgia.
3. Bonds of any public authority created by the laws of the State of Georgia, providing that the statute that created the authority authorized the use of the bonds for this purpose.
4. Industrial revenue bonds and bonds of development authorities created by the laws of the State of Georgia.
5. Bonds, bills, certificates of indebtedness, notes or other obligations of a subsidiary corporation of the United States government, which are fully guaranteed by the United States government both as to principal and interest and debt obligations issued by the Federal Land Bank, the Federal Home Loan Bank, the Federal Intermediate Credit Bank, the Central Bank for Cooperatives, the Farm Credit Banks, the Federal Home Loan Mortgage Association and the Federal National Mortgage Association.
6. Guarantee or insurance of accounts provided by the Federal Deposit Insurance Corporation.

The Treasurer of the Board of Regents is responsible for all details relative to furnishing the required depository protection for all units of the University System of Georgia.

At June 30, 2011, the carrying value of deposits was \$910,796 and the bank balance was \$1,120,618. Of the College's deposits, \$1,120,618 were uninsured. Of these uninsured deposits, \$1,120,618 were collateralized with securities held by the financial institution, by its trust department or agency, but not in the College's name.

INVESTMENTS

At June 30, 2011, the carrying value of the College's investment was \$323,367, which is materially the same as fair value. These investments were comprised entirely of funds invested in the Board of Regents investment pools as follows:

WAYCROSS COLLEGE
SELECTED FINANCIAL NOTES
JUNE 30, 2011

EXHIBIT "D"

NOTE 2: DEPOSITS AND INVESTMENTS

INVESTMENTS

Board of Regents Investment Pool

Short-Term Fund	\$ 41,169
Legal Fund	87,334
Diversified Fund	<u>194,864</u>
Total Investments	<u>\$ 323,367</u>

The Board of Regents Investment Pool is not registered with the Securities and Exchange Commission as an investment company. The fair value of investments is determined daily. The pool does not issue shares. Each participant is allocated a pro rata share of each investment at fair value along with a pro rata share of the interest that it earns. Participation in the Board of Regents Investment Pool is voluntary. The Board of Regents Short-Term Fund is reported as Cash and Cash Equivalents on Exhibit "A" of this report.

NOTE 3: ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following at June 30, 2011.

Student Tuition and Fees	\$ 156,947
Auxiliary Enterprises and Other Operating Activities	21,105
Federal Financial Assistance	351,471
Due from Affiliated Organizations	9,715
Other	<u>139,084</u>
	\$ 678,322
Less Allowance for Doubtful Accounts	<u>2,508</u>
Net Accounts Receivable	<u>\$ 675,814</u>

WAYCROSS COLLEGE
SELECTED FINANCIAL NOTES
JUNE 30, 2011

EXHIBIT "D"

NOTE 4: CAPITAL ASSETS

Following are the changes in the College's capital assets for the year ended June 30, 2011:

	Beginning Balance July 1, 2010	Additions	Reductions	Ending Balance June 30, 2011
Capital Assets, Not Being Depreciated:				
Land	\$ 358,790		\$ 0	\$ 358,790
Construction Work-In-Progress	1,341,137	\$ 695,109		2,036,246
Total Capital Assets, Not Being Depreciated	\$ 1,699,927	\$ 695,109	\$ 0	\$ 2,395,036
Capital Assets, Being Depreciated:				
Infrastructure	\$ 1,343,722			\$ 1,343,722
Building and Building Improvements	11,822,775			11,822,775
Facilities and Other Improvements	1,193,893			1,193,893
Equipment	1,182,859	\$ 129,973		1,312,832
Library Collections	1,177,193	5,768	\$ 8,010	1,174,951
Total Assets Being Depreciated	\$ 16,720,442	\$ 135,741	\$ 8,010	\$ 16,848,173
Less: Accumulated Depreciation:				
Infrastructure	\$ 936,888	\$ 22,549		\$ 959,437
Building and Building Improvements	5,642,043	293,659		5,935,702
Facilities and Other Improvements	866,187	21,981		888,168
Equipment	885,534	53,617		939,151
Library Collections	1,078,196	23,245	\$ 8,010	1,093,431
Total Accumulated Depreciation	\$ 9,408,848	\$ 415,051	\$ 8,010	\$ 9,815,889
Total Capital Assets, Being Depreciated, Net	\$ 7,311,594	\$ -279,310	\$ 0	\$ 7,032,284
Capital Assets, Net	\$ 9,011,521	\$ 415,799	\$ 0	\$ 9,427,320

NOTE 5: DEFERRED REVENUE

Deferred revenue consisted of the following at June 30, 2011:

Prepaid Tuition and Fees \$ 361,073

WAYCROSS COLLEGE
SELECTED FINANCIAL NOTES
JUNE 30, 2011

EXHIBIT "D"

NOTE 6: LONG-TERM LIABILITIES

The College's Long-Term liability activity for the year ended June 30, 2011 was as follows:

	Beginning Balance July 1, 2010	Additions	Reductions	Ending Balance June 30, 2011	Current Portion
Other Liabilities					
Compensated Absences	\$ 230,199	\$ 155,507	\$ 148,050	\$ 237,656	\$ 131,586

NOTE 7: NET ASSETS

Changes in Net Asset activity for the year ended June 30, 2011 are as follows:

	Beginning Balance July 1, 2010	Additions	Reductions	Ending Balance June 30, 2011
Invested in Capital Assets				
Net of Related Debt	\$ 9,011,521	\$ 415,799		\$ 9,427,320
Restricted Net Assets	207,048	1,484,014	\$ 1,456,197	234,865
Unrestricted Net Assets	1,439,519	6,559,351	6,941,054	1,057,816
Total Net Assets	\$ 10,658,088	\$ 8,459,164	\$ 8,397,251	\$ 10,720,001

NOTE 8: RETIREMENT PLANS

Waycross College participates in various retirement plans administered by the State of Georgia under two major retirement systems: Employees' Retirement System of Georgia (ERS System) and Teachers Retirement System of Georgia. These two systems issue separate publicly available financial reports that include the applicable financial statements and required supplementary information. The reports may be obtained from the respective system offices. The significant retirement plans that Waycross College participates in are described below. More detailed information can be found in the plan agreements and related legislation. Each plan, including benefit and contribution provisions, was established and can be amended by State law.

Employees' Retirement System of Georgia

The ERS System is comprised of individual retirement systems and plans covering substantially all employees of the State of Georgia except for teachers and other employees covered by the Teachers Retirement System of Georgia. One of the ERS System plans, the Employees' Retirement System of Georgia (ERS), is a cost-sharing multiple-employer defined benefit pension plan that was established by the Georgia General Assembly during the 1949 Legislative Session for the purpose of providing retirement allowances for employees of the State of Georgia and its political subdivisions. ERS is

NOTE 8: RETIREMENT PLANS

Employees' Retirement System of Georgia

directed by a Board of Trustees and has the powers and privileges of a corporation. ERS acts pursuant to statutory direction and guidelines, which may be amended prospectively for new hires but for existing members and beneficiaries may be amended in some aspects only subject to potential application of certain constitutional restraints against impairment of contract.

On November 20, 1997, the Board created the Supplemental Retirement Benefit Plan (SRBP-ERS) of ERS. SRBP-ERS was established as a qualified governmental excess benefit plan in accordance with Section 415 of the Internal Revenue Code (IRC) as a portion of ERS. The purpose of the SRBP-ERS is to provide retirement benefits to employees covered by ERS whose benefits are otherwise limited by IRC Section 415. Beginning January 1, 1998, all members and retired former members in ERS are eligible to participate in the SRBP-ERS whenever their benefits under ERS exceed the limitation on benefits imposed by IRC Section 415.

The benefit structure of ERS is established by the Board of Trustees under statutory guidelines. Unless the employee elects otherwise, an employee who currently maintains membership with ERS based upon State employment that started prior to July 1, 1982, is an "old plan" member subject to the plan provisions in effect prior to July 1, 1982. Members hired on or after July 1, 1982 but prior to January 1, 2009 are "new plan" members subject to the modified plan provisions. Effective January 1, 2009, newly hired State employees, as well as rehired State employees who did not maintain eligibility for the "old" or "new" plan, are members of the Georgia State Employees' Pension and Savings Plan (GSEPS). ERS members hired prior to January 1, 2009 also have the option to change their membership to the GSEPS plan.

Under the old plan, new plan, and GSEPS, a member may retire and receive normal retirement benefits after completion of 10 years of creditable service and attainment of age 60 or 30 years of creditable service regardless of age. Additionally, there are some provisions allowing for early retirement after 25 years of creditable service for members under age 60.

Retirement benefits paid to members are based upon a formula adopted by the Board of Trustees for such purpose. The formula considers the monthly average of the member's highest 24 consecutive calendar months of salary, the number of years of creditable service, and the member's age at retirement. Post-retirement cost-of-living adjustments may be made to members' benefits provided the members were hired prior to July 1, 2009. The normal retirement pension is payable monthly for life; however, options are available for distribution of the member's monthly pension, at reduced rates, to a designated beneficiary upon the member's death. Death and disability benefits are also available through ERS.

Member contribution rates are set by law. Member contributions under the old plan are 4% of annual compensation up to \$4,200 plus 6% of annual compensation in excess of \$4,200. Under the old plan, Waycross College pays member contributions in excess of 1.25% of annual compensation. Under the old plan, these Waycross College contributions are included in the members' accounts for refund purposes and are used in the computation of the members' earnable compensation for the purpose of computing retirement benefits. Member contributions under the new plan and GSEPS are 1.25% of annual compensation. Waycross College is required to contribute at a specified percentage of active member payroll established by the Board of Trustees determined annually in accordance with actuarial valuation and minimum funding standards as provided by law. These Waycross College contributions are not at any time refundable to the member or his/her beneficiary.

NOTE 8: RETIREMENT PLANS

Employees' Retirement System of Georgia

Employer contributions required for fiscal year 2011 were based on the June 30, 2008 actuarial valuation for the old and new plans and were set by the Board of Trustees on September 18, 2008 for GSEPS as follows:

Old Plan*	10.41%
New Plan	10.41%
GSEPS	6.54%

* 5.66% exclusive of contributions paid by the employer on behalf of old plan members

Members become vested after 10 years of service. Upon termination of employment, member contributions with accumulated interest are refundable upon request by the member. However, if an otherwise vested member terminates and withdraws his/her member contributions; the member forfeits all rights to retirement benefits.

Teachers Retirement System of Georgia

The Teachers Retirement System of Georgia (TRS) is a cost-sharing multiple-employer defined benefit plan created in 1943 by an act of the Georgia General Assembly to provide retirement benefits for qualifying employees in educational service. A Board of Trustees comprised of active and retired members and ex-officio State employees is ultimately responsible for the administration of TRS.

On October 25, 1996, the Board created the Supplemental Retirement Benefit Plan of the Georgia Teachers Retirement System (SRBP-TRS). SRBP-TRS was established as a qualified governmental excess benefit plan in accordance with Section 415 of the Internal Revenue Code (IRC) as a portion of TRS. The purpose of SRBP-TRS is to provide retirement benefits to employees covered by TRS whose benefits are otherwise limited by IRC Section 415. Beginning July 1, 1997, all members and retired former members in TRS are eligible to participate in the SRBP-TRS whenever their benefits under TRS exceed the IRC Section 415 imposed limitation on benefits.

TRS provides service retirement, disability retirement, and survivor's benefits. The benefit structure of TRS is defined and may be amended by State statute. A member is eligible for normal service retirement after 30 years of creditable service, regardless of age, or after 10 years of service and attainment of age 60. A member is eligible for early retirement after 25 years of creditable service.

Normal retirement (pension) benefits paid to members are equal to 2% of the average of the member's two highest paid consecutive years of service, multiplied by the number of years of creditable service up to 40 years. Early retirement benefits are reduced by the lesser of one-twelfth of 7% for each month the member is below age 60 or by 7% for each year or fraction thereof by which the member has less than 30 years of service. It is also assumed that certain cost-of-living adjustments, based on the Consumer Price Index, will be made in future years. Retirement benefits are payable monthly for life. A member may elect to receive a partial lump-sum distribution in addition to a reduced monthly retirement benefit. Death, disability and spousal benefits are also available.

NOTE 8: RETIREMENT PLANS

Teachers Retirement System of Georgia

TRS is funded by member and employer contributions as adopted and amended by the Board of Trustees. Members become fully vested after 10 years of service. If a member terminates with less than 10 years of service, no vesting of employer contributions occurs, but the member's contributions may be refunded with interest. Member contributions are limited by State law to not less than 5% or more than 6% of a member's earnable compensation. Member contributions as adopted by the Board of Trustees for the fiscal year ended June 30, 2011 were 5.53% of annual salary. Employer contributions required for fiscal year 2011 were 10.28% of annual salary as required by the June 30, 2009 actuarial valuation.

The following table summarizes the Waycross College contributions by defined benefit plan for the years ending June 30, 2011, June 2010, and June 2009 (dollars in thousands):

Fiscal Year	ERS		TRS	
	Required Contribution	Percentage Contributed	Required Contribution	Percentage Contributed
2011	\$ 7,666	100%	\$ 206,900	100%
2010	\$ 0	100%	\$ 195,171	100%
2009	\$ 0	100%	\$ 205,040	100%

Regents Retirement Plan

Plan Description

The Regents Retirement Plan, a single-employer defined contribution plan, is an optional retirement plan that was created/established by the Georgia General Assembly in O.C.G.A. 47-21-1 et.seq. and administered by the Board of Regents of the University System of Georgia. O.C.G.A. 47-3-68(a) defines who may participate in the Regents Retirement Plan. An "eligible university system employee" is a faculty member or a principal administrator, as designated by the regulations of the Board of Regents. Under the Regents Retirement Plan, a plan participant may purchase annuity contracts from four approved vendors (AIG-VALIC, American Century, Fidelity, and TIAA-CREF) for the purpose of receiving retirement and death benefits. Benefits depend solely on amounts contributed to the plan plus investment earnings. Benefits are payable to participating employees or their beneficiaries in accordance with the terms of the annuity contracts.

Funding Policy

Waycross College makes monthly employer contributions for the Regents Retirement Plan at rates adopted by the Teachers Retirement System of Georgia Board of Trustees in accordance with State statute and as advised by their independent actuary. For fiscal year 2011, the employer contribution was 9.24% for the participating employee's earnable compensation. Employees contribute 5% of their earnable compensation. Amounts attributable to all plan contributions are fully vested and non-forfeitable at all times.

Waycross College and the covered employees made the required contributions of \$117,619 (9.24%) and \$63,647 (5%), respectively.

AIG-VALIC, American Century, Fidelity, and TIAA-CREF have separately issued financial reports which may be obtained through their respective corporate offices.

NOTE 8: RETIREMENT PLANS

Georgia Defined Contribution Plan

Plan Description

Waycross College participates in the Georgia Defined Contribution Plan (GDCP) which is a single-employer defined contribution plan established by the General Assembly of Georgia for the purpose of providing retirement coverage for State employees who are temporary, seasonal, and part-time and are not members of a public retirement or pension system. GDCP is administered by the Board of Trustees of the Employees' Retirement System of Georgia.

Benefits

A member may retire and elect to receive periodic payments after attainment of age 65. The payment will be based upon mortality tables and interest assumptions to be adopted by the Board of Trustees. If a member has less than \$3,500 credited to his/her account, the Board of Trustees has the option of requiring a lump sum distribution to the member in lieu of making periodic payments. Upon the death of a member, a lump sum distribution equaling the amount credited to his/her account will be paid to the member's designated beneficiary. Benefit provisions are established by State statute.

Contributions

Member contributions are seven and one-half percent (7.5%) of gross salary. There are no employer contributions. Contribution rates are established by State statute. Earnings are credited to each member's account in a manner established by the Board of Trustees. Upon termination of employment, the amount of the member's account is refundable upon request by the member.

Total contributions made by employees during fiscal year 2011 amounted to \$5,876 which represents 7.5% of covered payroll. These contributions met the requirements of the plan.

The Georgia Defined Contribution Plan issues a financial report each fiscal year, which may be obtained from the ERS offices.

NOTE 9: POST-EMPLOYMENT BENEFITS OTHER THAN PENSION BENEFITS

Pursuant to the general powers conferred by the Official Code of Georgia Annotated Section 20-3-31, the Board of Regents of the University System of Georgia has established group health and life insurance programs for regular employees of the University System of Georgia. It is the policy of the Board of Regents to permit employees of the University System of Georgia eligible for retirement or that become permanently and totally disabled to continue as members of the group health and life insurance programs. The policies of the Board of Regents of the University System of Georgia define and delineate who is eligible for these post-employment health and life insurance benefits. Organizational units of the Board of Regents of the University System of Georgia pay the employer portion for group insurance for affected individuals. With regard to life insurance, the employer covers the total cost for \$25,000 of basic life insurance. If an individual elects to have supplemental, and/or, dependent life insurance coverage, such costs are borne entirely by the employee.

NOTE 9: POST-EMPLOYMENT BENEFITS OTHER THAN PENSION BENEFITS

The Board of Regents Retiree Health Benefit Plan is a single employer defined benefit plan. Financial statements and required supplementary information for the Plan are included in the publicly available Consolidated Annual Financial Report of the University System of Georgia. The College pays the employer portion of health insurance for its eligible retirees based on rates that are established annually by the Board of Regents for the upcoming plan year. For the 2009, 2010 and 2011 plan years, the employer rate was between 70-75% of the total health insurance cost for eligible retirees and the retiree rate was between 25-30%.

As of June 30, 2011, there were 24 employees who had retired or were disabled that were receiving these post-employment health and life insurance benefits. For the year ended June 30, 2011, Waycross College recognized as incurred \$111,239 of expenditures, which was net of \$28,333 of participant contributions.

NOTE 10: AFFILIATED ORGANIZATIONS

The Waycross College Foundation, Inc. is a legally separate, tax exempt organization whose activities primarily support Waycross College. This affiliated organization is considered a potential component unit of the State of Georgia in accordance with GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units*. Therefore, the financial statements of this affiliated organization are not included in these financial statements. Copies of the financial statements for the affiliated organization may be obtained from Waycross College.

WAYCROSS COLLEGE
BALANCE SHEET (STATUTORY BASIS)
BUDGET FUND
JUNE 30, 2011

SCHEDULE "1"

ASSETS

Cash and Cash Equivalents	\$ 276,203.19
Investments	45,700.98
Accounts Receivable	
Federal Financial Assistance	351,471.23
Other	375,003.48
Prepaid Expenditures	1,400.00
Inventories	25,301.17
	<hr/>

Total Assets	\$ <u><u>1,075,080.05</u></u>
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LIABILITIES AND FUND EQUITY

Liabilities	
Salaries Payable	\$ 32,565.51
Encumbrance Payable	394,340.88
Accounts Payable	8,731.59
Deferred Revenue	318,098.32
Other Liabilities	48,784.55
	<hr/>

Total Liabilities	\$ <u><u>802,520.85</u></u>
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Fund Balances	
Reserved	
Department Sales and Services	\$ 14,852.66
Indirect Cost Recoveries	3,637.70
Inventories	11,745.98
Technology Fees	87,969.71
Restricted/Sponsored Funds	85,631.41
Uncollectible Accounts Receivable	2,368.46
Tuition Carry-Over	65,559.64
Unreserved	
Surplus	793.64
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Total Fund Balances	\$ <u><u>272,559.20</u></u>
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Total Liabilities and Fund Balances	\$ <u><u>1,075,080.05</u></u>
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Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a comprehensive basis of accounting other than generally accepted accounting principles.

WAYCROSS COLLEGE
SUMMARY BUDGET COMPARISON AND SURPLUS ANALYSIS REPORT (STATUTORY BASIS)
BUDGET FUND
YEAR ENDED JUNE 30, 2011

SCHEDULE "2"

	BUDGET	ACTUAL	VARIANCE - FAVORABLE (UNFAVORABLE)
<u>REVENUES</u>			
State Appropriation			
State General Funds	\$ 3,450,157.00	\$ 3,450,157.00	\$ 0.00
Other Funds	6,092,933.00	5,624,197.69	-468,735.31
Total Revenues	\$ 9,543,090.00	\$ 9,074,354.69	\$ -468,735.31
<u>CARRY-OVER FROM PRIOR YEARS</u>			
Transfers from Reserved Fund Balance	0.00	217,917.41	217,917.41
Total Funds Available	\$ 9,543,090.00	\$ 9,292,272.10	\$ -250,817.90
<u>EXPENDITURES</u>			
Teaching	\$ 9,543,090.00	9,031,909.06	511,180.94
Excess of Funds Available over Expenditures	\$ 0.00	260,363.04	260,363.04
<u>FUND BALANCE JULY 1</u>			
Reserved		232,415.43	
Unreserved		1,707.91	
<u>ADJUSTMENTS</u>			
Prior Year Payables/Expenditures		3,502.14	
Unreserved Fund Balance (Surplus) Returned to Board of Regents - University System Office Year Ended June 30, 2010		-1,707.91	
Early Return of Surplus in Fiscal Year 2011		-5,804.00	
Prior Year Reserved Fund Balance Included in Funds Available		-217,917.41	
<u>FUND BALANCE JUNE 30</u>		\$ 272,559.20	
<u>SUMMARY OF FUND BALANCE</u>			
Reserved			
Department Sales and Services	\$	14,852.66	
Indirect Cost Recoveries		3,637.70	
Inventories		11,745.98	
Technology Fees		87,969.71	
Restricted/Sponsored Funds		85,631.41	
Uncollectible Accounts Receivable		2,368.46	
Tuition Carry-Over		65,559.64	
Total Reserved	\$	271,765.56	
Unreserved			
Surplus		793.64	
Total Fund Balance	\$	272,559.20	

Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a comprehensive basis of accounting other than generally accepted accounting principles.

WAYCROSS COLLEGE
STATEMENT OF FUNDS AVAILABLE AND EXPENDITURES COMPARED TO BUDGET BY PROGRAM AND FUNDING SOURCE
(STATUTORY BASIS) BUDGET FUND
YEAR ENDED JUNE 30, 2011

	Original Appropriation	Amended Appropriation	Final Budget	Current Year Revenues
Teaching				
State Appropriation				
State General Funds	\$ 3,668,972.00	\$ 3,450,157.00	\$ 3,450,157.00	\$ 3,450,157.00
Federal Funds				
American Recovery and Reinvestment Act				
Federal Stabilization Funds	55,552.00	0.00	0.00	0.00
Other Funds	<u>4,958,215.00</u>	<u>6,050,879.00</u>	<u>6,092,933.00</u>	<u>5,624,197.69</u>
Total Teaching	<u>\$ 8,682,739.00</u>	<u>\$ 9,501,036.00</u>	<u>\$ 9,543,090.00</u>	<u>\$ 9,074,354.69</u>
 Total Operating Activity	 <u>\$ 8,682,739.00</u>	 <u>\$ 9,501,036.00</u>	 <u>\$ 9,543,090.00</u>	 <u>\$ 9,074,354.69</u>

Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a comprehensive basis of accounting other than generally accepted accounting principles.

Funds Available Compared to Budget			Expenditures Compared to Budget		Excess (Deficiency) of Funds Available Over/(Under) Expenditures
Prior Year Carry-Over	Total Funds Available	Variance Positive (Negative)	Actual	Variance Positive (Negative)	
\$ 0.00	\$ 3,450,157.00	\$ 0.00	\$ 3,444,353.00	\$ 5,804.00	\$ 5,804.00
0.00	0.00	0.00	0.00	0.00	0.00
<u>217,917.41</u>	<u>5,842,115.10</u>	<u>-250,817.90</u>	<u>5,587,556.06</u>	<u>505,376.94</u>	<u>254,559.04</u>
\$ <u>217,917.41</u>	\$ <u>9,292,272.10</u>	\$ <u>-250,817.90</u>	\$ <u>9,031,909.06</u>	\$ <u>511,180.94</u>	\$ <u>260,363.04</u>
\$ <u><u>217,917.41</u></u>	\$ <u><u>9,292,272.10</u></u>	\$ <u><u>-250,817.90</u></u>	\$ <u><u>9,031,909.06</u></u>	\$ <u><u>511,180.94</u></u>	\$ <u><u>260,363.04</u></u>

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WAYCROSS COLLEGE
STATEMENT OF CHANGES TO FUND BALANCE BY PROGRAM AND FUNDING SOURCE
(STATUTORY BASIS) BUDGET FUND
YEAR ENDED JUNE 30, 2011

	Beginning Fund Balance/(Deficit) July 1	Fund Balance Carried Over from Prior Period as Funds Available	Return of Fiscal Year 2010 Surplus	Prior Period Adjustments
Teaching				
State Appropriation				
State General Funds	\$ 129.45	\$ 0.00	\$ -129.45	\$ 480.16
Federal Funds				
American Recovery and Reinvestment Act				
Federal Stabilization Funds	0.00	0.00	0.00	0.00
Other Funds	<u>219,495.87</u>	<u>-217,917.41</u>	<u>-1,578.46</u>	<u>3,021.98</u>
Total Teaching	<u>\$ 219,625.32</u>	<u>\$ -217,917.41</u>	<u>\$ -1,707.91</u>	<u>\$ 3,502.14</u>
Total Operating Activity	\$ 219,625.32	\$ -217,917.41	\$ -1,707.91	\$ 3,502.14
Prior Year Reserves				
Not Available for Expenditure				
Inventories	11,745.98	0.00	0.00	0.00
Uncollectible Accounts Receivable	<u>2,752.04</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Budget Unit Totals	<u>\$ 234,123.34</u>	<u>\$ -217,917.41</u>	<u>\$ -1,707.91</u>	<u>\$ 3,502.14</u>

Statutory Basis financial information was prepared on a prescribed basis of accounting that demonstrates compliance with budgetary statutes and regulations of the State of Georgia, which is a comprehensive basis of accounting other than generally accepted accounting principles.

Other Adjustments	Early Return Fiscal Year 2011 Surplus	Excess (Deficiency) of Funds Available Over/(Under) Expenditures	Ending Fund Balance/(Deficit) June 30	Analysis of Ending Fund Balance		
				Reserved	Surplus/(Deficit)	Total
\$ 0.00	\$ -5,804.00	\$ 5,804.00	\$ 480.16	\$ 0.00	\$ 480.16	\$ 480.16
0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>383.58</u>	<u>0.00</u>	<u>254,559.04</u>	<u>257,964.60</u>	<u>257,651.12</u>	<u>313.48</u>	<u>257,964.60</u>
\$ <u>383.58</u>	\$ <u>-5,804.00</u>	\$ <u>260,363.04</u>	\$ <u>258,444.76</u>	\$ <u>257,651.12</u>	\$ <u>793.64</u>	\$ <u>258,444.76</u>
\$ 383.58	\$ -5,804.00	\$ 260,363.04	\$ 258,444.76	\$ 257,651.12	\$ 793.64	\$ 258,444.76
0.00	0.00	0.00	11,745.98	11,745.98	0.00	11,745.98
<u>-383.58</u>	<u>0.00</u>	<u>0.00</u>	<u>2,368.46</u>	<u>2,368.46</u>	<u>0.00</u>	<u>2,368.46</u>
\$ <u>0.00</u>	\$ <u>-5,804.00</u>	\$ <u>260,363.04</u>	\$ <u>272,559.20</u>	\$ <u>271,765.56</u>	\$ <u>793.64</u>	\$ <u>272,559.20</u>

Summary of Ending Fund Balance

Reserved

Department Sales and Services	\$ 14,852.66	\$ 14,852.66
Indirect Cost Recoveries	3,637.70	3,637.70
Inventories	11,745.98	11,745.98
Technology Fees	87,969.71	87,969.71
Restricted/Sponsored Funds	85,631.41	85,631.41
Uncollectible Accounts Receivable	2,368.46	2,368.46
Tuition Carry-Over	65,559.64	65,559.64

Unreserved

Surplus	\$ 793.64	\$ 793.64
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Total Ending Fund Balance - June 30

\$ 271,765.56	\$ 793.64	\$ 272,559.20
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WAYCROSS COLLEGE
RECONCILIATION OF SALARIES AND TRAVEL
YEAR ENDED JUNE 30, 2011

SCHEDULE "5"

	<u>SALARIES</u>	<u>TRAVEL</u>
Totals per Annual Supplement	\$ 3,655,217	\$ 34,146
Accruals		
June 30, 2011	35,107	
June 30, 2010	-43,225	
Compensated Absences		
June 30, 2011	220,767	
June 30, 2010	-213,840	
Unidentified Variance	<u>8,956</u>	<u></u>
	\$ <u>3,662,982</u>	\$ <u>34,146</u>

WAYCROSS COLLEGE
SCHEDULE OF FINDINGS, QUESTIONED COSTS AND OTHER ITEMS
YEAR ENDED JUNE 30, 2011

FINANCIAL STATEMENT FINDINGS AND QUESTIONED COSTS

No matters were reported.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

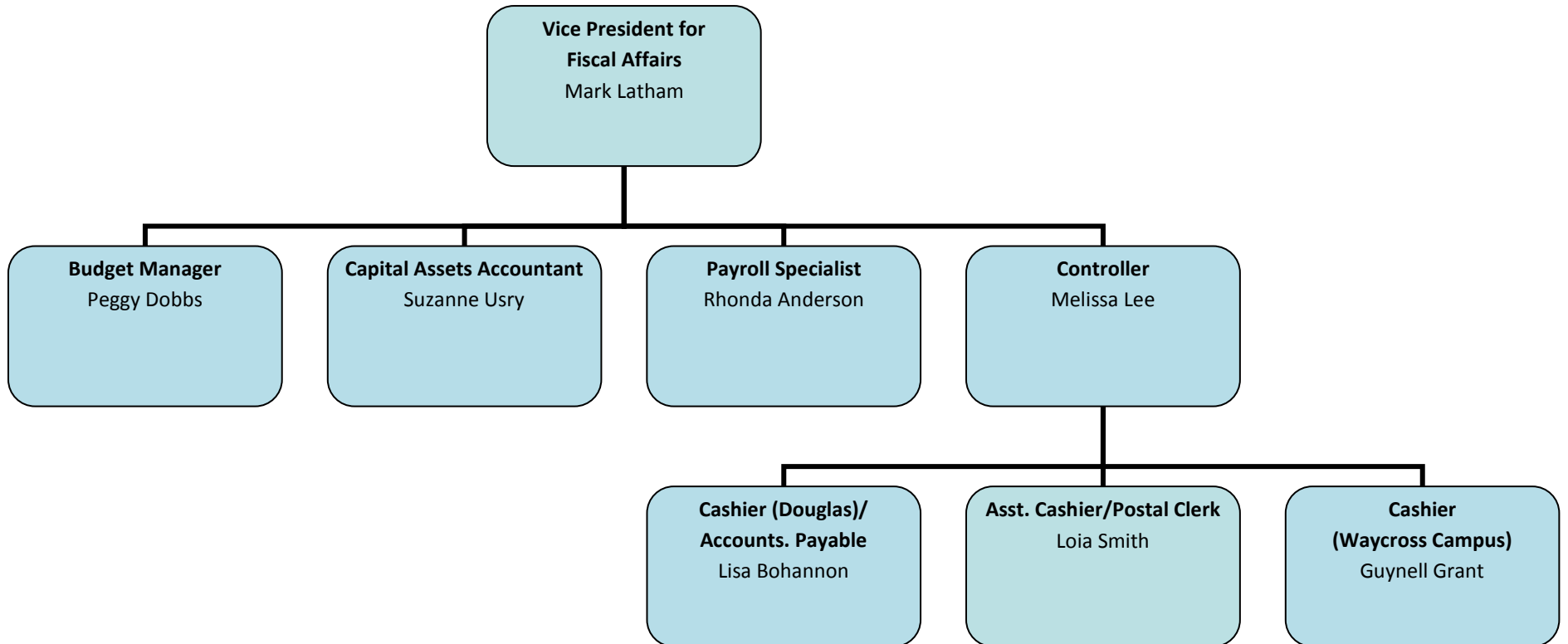
No matters were reported.

OTHER ITEMS (NOTED FOR MANAGEMENT'S CONSIDERATION)


No matters were reported.

DRAFT

South Georgia College/Waycross College						
Combined Revenues, Expenditures and Net Cash Flow						
9/27/2012 16:30						
					SGSC	SGSC
					Projected	Projected
					Budget	Budget
	FY 2013 Original Budget				Budget	Calendar Year
Category	SGC	WC	Total		FY 2014	2013
Revenues:						
State Appropriation	6,924,101.00	3,621,263.00	10,545,364.00		10,018,096.00	10,281,730.00
Tuition	4,925,000.00	1,725,177.00	6,650,177.00		6,650,177.00	6,650,177.00
Other General Revenue	881,700.00	413,185.00	1,294,885.00		1,307,834.00	1,301,359.50
Indirect Cost Recovery	21,500.00	7,000.00	28,500.00		28,643.00	28,571.50
Technology Fee	325,000.00	72,702.00	397,702.00		401,679.00	399,690.50
Sponsored	7,850,000.00	2,458,303.00	10,308,303.00		10,359,845.00	10,334,074.00
Departmental Sales and Services	24,500.00	6,059.00	30,559.00		30,712.00	30,635.50
Total Revenues	20,951,801.00	8,303,689.00	29,255,490.00		28,796,986.00	29,026,238.00
Expenditures:						
Instruction	4,966,389.00	1,976,240.00	6,942,629.00		6,942,629.00	6,942,629.00
Adademic Support	973,736.00	739,721.00	1,713,457.00		1,560,622.00	1,637,039.50
Student Services	1,387,457.00	587,522.00	1,974,979.00		1,974,980.00	1,974,979.50
Institutional Support	3,357,357.00	1,661,595.00	5,018,952.00		4,866,117.00	4,942,534.50
Operations & Maintenance of Plant	2,541,862.00	923,603.00	3,465,465.00		3,312,630.00	3,389,047.50
Scholarships	7,725,000.00	2,415,008.00	10,140,008.00		10,140,008.00	10,140,008.00
Total Expenditures	20,951,801.00	8,303,689.00	29,255,490.00		28,796,986.00	29,026,238.00
Net Cash Flow	0.00	0.00	0.00		0.00	0.00



8I (return)

FEDERAL STUDENT AID  "START HERE. GO FURTHER."

UNITED STATES DEPARTMENT OF EDUCATION**FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL****PROGRAM PARTICIPATION AGREEMENT**

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **September 30, 2015**

Reapplication Date: **June 30, 2015**

Name of Institution: **South Georgia College**

Address of Institution: **100 West College Park Drive
Douglas, GA 31533-8104**

OPE ID Number: **00159200**

DUNS Number: **075943225**

Taxpayer Identification Number (TIN): **586002058**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. 1070a et seq; 34 CFR Part 690.
- **FEDERAL FAMILY EDUCATION LOAN PROGRAM**, 20 U.S.C. 1071 et seq; 34 CFR Part 682.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. 1087a et seq; 34 CFR Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. 1087aa et seq; 34 CFR Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. 1070b et seq; 34 CFR Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. 2751 et seq; 34 CFR Part 675.

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 CFR Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 CFR Part 668.
The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.
2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Crime Statistics).
3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 CFR Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 CFR Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 CFR Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 CFR Part 110.
 - f. The Standards for Safeguarding Customer Information, 16 C.F.R. Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act, P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 C.F.R. 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.
4. The Institution acknowledges that 34 CFR Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The

Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.

5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 CFR PART 668

By entering into this Program Participation Agreement, the Institution agrees that:

- (1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;
- (2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;
- (3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;
- (4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--
 - (i) The Secretary;
 - (ii) The State [regulatory bodies] for the State or States in which the institution or any of the institution's branch campuses or other locations are located;
 - (iii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan, and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;
 - (iv) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;
 - (v) The State agency that legally authorizes the institution and any branch campus or other location of the institution to provide postsecondary education; and
 - (vi) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;
- (5) It will comply with the provisions of §668.15 relating to factors of financial responsibility;
- (6) It will comply with the provisions of §668.16 relating to standards of administrative capability;
- (7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans

made to the institution's students under these programs at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;

(8) It will not provide any statement to any student or certification to any lender under the Federal Stafford Loan or Federal PLUS Program that qualifies the student for a loan or loans in excess of the amount that the student is eligible to borrow in accordance with §§425(a), 428(a)(2), 428(b)(1)(A) and (B), and 428H of the HEA;

(9) It will comply with the requirements of Subpart D of 34 CFR part §§668 concerning institutional and financial assistance information for students and prospective students;

(10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment-

(i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and

(ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;

(11) In the case of an institution participating in the Federal Stafford Loan, or Federal PLUS Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;

(12) It will provide the certifications described in paragraph (c) of this section;

(13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;

(14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;

(15) In the case of an institution seeking to participate for the first time in the Federal Stafford Loan and Federal PLUS programs, the institution has included a default management plan as part of its application under §600.20 for participation in those programs and will use the plan for at least two years from the date of that application. The Secretary considers the requirements of this paragraph to be satisfied by a default management plan developed in accordance with the default reduction measures described in the September 2005 Dear Partner Letter, GEN-05-14;

(16) In the case of an institution that changes ownership that results in a change of control, or that changes its status as a main campus, branch campus, or an additional location, the institution will, to participate in the Federal Stafford Loan and Federal PLUS Programs, develop a default management plan for approval by the Secretary and implement the plan for at least two years after the change in control or status. The Secretary considers the requirements of this paragraph to be satisfied by a default management plan developed in accordance with the default reduction measures described in the September 2005 Dear Partner Letter, GEN-05-14;

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR Part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State [regulatory bodies], State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

- (i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those program, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;
- (ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or
- (iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--
 - (A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or
 - (B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;
- (19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;
- (20) In the case of an institution that offers athletically related student aid, it will comply with the provisions of paragraph (d) of this section;
- (21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;
- (22) It will not provide, nor contract with any entity that provides, any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the awarding of student financial assistance, except that this requirement shall not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Federal Student Assistance. This provision does not apply to the giving of token gifts to students or alumni for referring students for admission to the institution as long as: the gift is not in the form of money, check, or money order; no more than one such gift is given to any student or alumnus; and the gift has a value of not more than \$100;
- (23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary, State [authorizing bodies], and nationally recognized accrediting agencies;
- (24) It will comply with the refund provisions established in 34 CFR Part 668.22;
- (25) It is liable for all improperly administered funds received or refunded under the Title IV, HEA programs, including any funds administered by a third-party servicer;
- (26) If the stated objectives of an educational program of the institution are to prepare a student for gainful employment in a recognized occupation, the institution will--
 - (i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the

program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and

(ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

(c) In order to participate in any Title IV, HEA program (other than the SSIG and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of §668.47 as required by section 485(f) of the HEA.

(d) In order to participate in any Title IV, HEA program (other than the SSIG and NEISP programs), an institution that offers athletically related student aid must--

(1) Cause an annual compilation, independently audited not less often than every 3 years, to be prepared within 6 months after the end of the institution's fiscal year, of--

(i) The revenues derived by the institution from the institution's intercollegiate athletics activities, according to the following categories:

(A) Total revenues.

(B) Revenues from football.

(C) Revenues from men's basketball.

(D) Revenues from women's basketball.

(E) Revenues from all other men's sports combined.

(F) Revenues from all other women's sports combined;

(ii) Expenses made by the institution for the institution's intercollegiate athletics activities, according to the following categories:

(A) Total expenses.

(B) Expenses attributable to football.

(C) Expenses attributable to men's basketball.

(D) Expenses attributable to women's basketball.

(E) Expenses attributable to all other men's sports combined.

(F) Expenses attributable to all other women's sports combined; and

(iii) The total revenues and operating expenses of the institution; and

(2) Make the compilation and, where allowable by State law, the results of the audits required by paragraph (d)(1) of this section available for inspection by the Secretary and the public.

(e) For the purposes of paragraph (d) of this section--

(1) Revenues from intercollegiate athletics activities allocable to a sport shall include without limitation gate receipts, broadcast revenues and other conference distributions, appearance guarantees and options, concessions, and advertising;

(2) Revenues such as student activities fees, alumni contributions, and investment interest income that are not allocable to a sport shall be included in the calculation of total revenues only;

(3) Expenses for intercollegiate athletics activities allocable to a sport shall include without limitation grants-in-aid, salaries, travel, equipment, and supplies; and

(4) Expenses such as general and administrative overhead that are not allocable to a sport shall

be included in the calculation of total expenses only.

(f)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(g)(1)(i) With respect to an institution that has been certified *other than under a provisional certification*--

(A) Except as provided in paragraphs (h) and (i) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(B) An institution may terminate a program participation agreement.

(C) If the Secretary or the institution terminates a program participation agreement under paragraph (g) of this section, the Secretary establishes the termination date.

(2) With respect to an institution that has been *provisionally certified*, the Secretary revokes a provisional certification through the proceedings in §668.13(d).

(h) An institution's program participation agreement automatically expires on the date that--

(1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or

(2) The institution's participation ends under the provisions of §668.26(a)(1), (2), (4), or (7).

(i) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by Section 454 of Public Law 103-66.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Part D at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.
5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).
8. Implement such other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

The Institution's continued approval to participate in the Direct Loan Program will be based on the Department of Education's review and approval of the Institution's future applications for recertification to continue participating in the federal student aid programs.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirement for Drug-Free Workplace (Grants)." Breach of any of these certificates constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105, and 82.110, the Institution certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal Grant or cooperative agreement, the Institution shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with all subrecipients shall certify and disclose accordingly.
- (c) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

3. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605, and 85.610 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-5140. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

4. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605, and 85.610 -

1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-5140. Notice shall include the identification number(s) of each affected grant.

PART 2 U.S. DEPARTMENT OF EDUCATION DRUG PREVENTION CERTIFICATION

The undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
 - A description of any drug or alcohol counseling, treatment, or re-entry programs that are available to employees or students.
2. A biennial review by the Institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

PART 3 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on copies of the certification reproduced below, and retain the completed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will

include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer: _____ Date: _____

Print Name and Title: _____

For the Secretary: _____ Date: _____
U.S. Department of Education



FEDERAL STUDENT AID  "START HERE. GO FURTHER."

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY CHANNEL

PROGRAM PARTICIPATION AGREEMENT

Effective Date of Approval: The date on which this Agreement is signed on behalf of the Secretary of Education

Approval Expiration Date: **June 30, 2017**

Reapplication Date: **March 31, 2017**

Name of Institution: **Waycross College**

Address of Institution: **2001 South Georgia Parkway
Waycross, GA 31503-0110**

OPE ID Number: **02055000**

DUNS Number: **060655867**

Taxpayer Identification Number (TIN): **581255136**

The execution of this Agreement by the Institution and the Secretary is a prerequisite to the Institution's initial or continued participation in any Title IV, HEA Program.

The postsecondary educational institution listed above, referred to hereafter as the "Institution," and the United States Secretary of Education, referred to hereafter as the "Secretary," agree that the Institution may participate in those student financial assistance programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA Programs) indicated under this Agreement and further agrees that such participation is subject to the terms and conditions set forth in this Agreement. As used in this Agreement, the term "Department" refers to the U.S. Department of Education.

SCOPE OF COVERAGE

This Agreement applies to all locations of the Institution as stated on the most current ELIGIBILITY AND CERTIFICATION APPROVAL REPORT issued by the Department. This Agreement covers the Institution's eligibility to participate in each of the following listed Title IV, HEA programs, and incorporates by reference the regulations cited.

- **FEDERAL PELL GRANT PROGRAM**, 20 U.S.C. §§1070a *et seq.*; 34 C.F.R Part 690.
- **FEDERAL DIRECT STUDENT LOAN PROGRAM**, 20 U.S.C. §§1087a *et seq.*; 34 C.F.R Part 685.
- **FEDERAL PERKINS LOAN PROGRAM**, 20 U.S.C. §§1087aa *et seq.*; 34 C.F.R Part 674.
- **FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM**, 20 U.S.C. §§1070b *et seq.*; 34 C.F.R Part 676.
- **FEDERAL WORK-STUDY PROGRAM**, 42 U.S.C. §§2751 *et seq.*; 34 C.F.R Part 675.
- **ACADEMIC COMPETITIVENESS GRANT AND NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT PROGRAMS**, 20 U.S.C. §§1070a-1 *et seq.*; 34 C.F.R Part 691.
- **IRAQ AND AFGHANISTAN SERVICE GRANT**, 20 U.S.C. §§1070d *et seq.*

GENERAL TERMS AND CONDITIONS

1. The Institution understands and agrees that it is subject to and will comply with the program statutes and implementing regulations for institutional eligibility as set forth in 34 CFR Part 600 and for each Title IV, HEA program in which it participates, as well as the general provisions set forth in Part F and Part G of Title IV of the HEA, and the Student Assistance General Provisions regulations set forth in 34 CFR Part 668.
The recitation of any portion of the statute or regulations in this Agreement does not limit the Institution's obligation to comply with other applicable statutes and regulations.
2.
 - a. The Institution certifies that on the date it signs this Agreement, it has a drug abuse prevention program in operation that it has determined is accessible to any officer, employee, or student at the Institution.
 - b. The Institution certifies that on the date it signs this Agreement, it is in compliance with the disclosure requirements of Section 485(f) of the HEA (Campus Security Policy and Campus Crime Statistics).
3. The Institution agrees to comply with --
 - a. Title VI of the Civil Rights Act of 1964, as amended, and the implementing regulations, 34 CFR Parts 100 and 101 (barring discrimination on the basis of race, color or national origin);
 - b. Title IX of the Education Amendments of 1972 and the implementing regulations, 34 CFR Part 106 (barring discrimination on the basis of sex);
 - c. The Family Educational Rights and Privacy Act of 1974 and the implementing regulations, 34 CFR Part 99;
 - d. Section 504 of the Rehabilitation Act of 1973 and the implementing regulations, 34 CFR Part 104 (barring discrimination on the basis of physical handicap); and
 - e. The Age Discrimination Act of 1975 and the implementing regulations, 34 CFR Part 110,
 - f. The Standards for Safeguarding Customer Information, 16 CFR Part 314, issued by the Federal Trade Commission (FTC), as required by the Gramm-Leach-Bliley (GLB) Act,

P.L. 106-102. These Standards are intended to ensure the security and confidentiality of customer records and information. The Secretary considers any breach to the security of student records and information as a demonstration of a potential lack of administrative capability as stated in 34 CFR 668.16(c). Institutions are strongly encouraged to inform its students and the Department of any such breaches.

4. The Institution acknowledges that 34 CFR Parts 602 and 667 require accrediting agencies, State regulatory bodies, and the Secretary to share information about institutions. The Institution agrees that the Secretary, any accrediting agency recognized by the Secretary, and any State regulatory body may share or report information to one another about the Institution without limitation.
5. The Institution acknowledges that the HEA prohibits the Secretary from recognizing the accreditation of any institution of higher education unless that institution agrees to submit any dispute involving the final denial, withdrawal, or termination of accreditation to initial arbitration prior to any other legal action.

SELECTED PROVISIONS FROM GENERAL PROVISIONS REGULATIONS, 34 C.F.R PART 668.14

An institution's program participation agreement applies to each branch campus and other location of the institution that meets the applicable requirements of this part unless otherwise specified by the Secretary.

(b) By entering into a Program Participation Agreement, an Institution agrees that:

- (1) It will comply with all statutory provisions of or applicable to Title IV of the HEA, all applicable regulatory provisions prescribed under that statutory authority, and all applicable special arrangements, agreements, and limitations entered into under the authority of statutes applicable to Title IV of the HEA, including the requirement that the institution will use funds it receives under any Title IV, HEA program and any interest or other earnings thereon, solely for the purposes specified in and in accordance with that program;
- (2) As a fiduciary responsible for administering Federal funds, if the institution is permitted to request funds under a Title IV, HEA program advance payment method, the institution will time its requests for funds under the program to meet the institution's immediate Title IV, HEA program needs;
- (3) It will not request from or charge any student a fee for processing or handling any application, form, or data required to determine a student's eligibility for, and amount of, Title IV, HEA program assistance;
- (4) It will establish and maintain such administrative and fiscal procedures and records as may be necessary to ensure proper and efficient administration of funds received from the Secretary or from students under the Title IV, HEA programs, together with assurances that the institution will provide, upon request and in a timely manner, information relating to the administrative capability and financial responsibility of the institution to--
 - (i) The Secretary;
 - (ii) A guaranty agency, as defined in 34 CFR part 682, that guarantees loans made under the Federal Stafford Loan, and Federal PLUS programs for attendance at the institution or any of the institution's branch campuses or other locations;
 - (iii) The nationally recognized accrediting agency that accredits or preaccredits the institution or any of the institution's branch campuses, other locations, or educational programs;
 - (iv) The State agency that legally authorizes the institution and any branch campus or other

location of the institution to provide postsecondary education; and

(v) In the case of a public postsecondary vocational educational institution that is approved by a State agency recognized for the approval of public postsecondary vocational education, that State agency;

(5) It will comply with the provisions of §668.15 relating to factors of financial responsibility;

(6) It will comply with the provisions of §668.16 relating to standards of administrative capability;

(7) It will submit reports to the Secretary and, in the case of an institution participating in the Federal Stafford Loan, Federal PLUS, or the Federal Perkins Loan Program, to holders of loans made to the institution's students under that program at such times and containing such information as the Secretary may reasonably require to carry out the purpose of the Title IV, HEA programs;

(8) It will not provide any statement to any student or certification to any lender in the case of an FFEL Program loan, or origination record to the Secretary in the case of a Direct Loan Program loan that qualifies the student or parent for a loan or loans in excess of the amount that the student or parent is eligible to borrow in accordance with sections 425(a), 428(a)(2), 428(b)(1) (A) and (B), 428B, 428H and 455(a) of the HEA;

(9) It will comply with the requirements of Subpart D of this part concerning institutional and financial assistance information for students and prospective students;

(10) In the case of an institution that advertises job placement rates as a means of attracting students to enroll in the institution, it will make available to prospective students, at or before the time that those students apply for enrollment-

(i) The most recent available data concerning employment statistics, graduation statistics, and any other information necessary to substantiate the truthfulness of the advertisements; and

(ii) Relevant State licensing requirements of the State in which the institution is located for any job for which an educational program offered by the institution is designed to prepare those prospective students;

(11) In the case of an institution participating in the FFEL Program, the institution will inform all eligible borrowers, as defined in 34 CFR part 682, enrolled in the institution about the availability and eligibility of those borrowers for State grant assistance from the State in which the institution is located, and will inform borrowers from another State of the source for further information concerning State grant assistance from that State;

(12) It will provide the certifications described in paragraph (c) of this section;

(13) In the case of an institution whose students receive financial assistance pursuant to section 484(d) of the HEA, the institution will make available to those students a program proven successful in assisting students in obtaining the recognized equivalent of a high school diploma;

(14) It will not deny any form of Federal financial aid to any eligible student solely on the grounds that the student is participating in a program of study abroad approved for credit by the institution;

(15) (i) Except as provided under paragraph (b)(15)(ii) of this section, the institution will use a default management plan approved by the Secretary with regard to its administration of the FFEL or Direct Loan programs, or both for at least the first two years of its participation in those programs, if the institution --

(A) Is participating in the FFEL or Direct Loan programs for the first time; or

(B) Is an institution that has undergone a change of ownership that results in a change in control and is participating in the FFEL or Direct Loan programs.

(ii) The institution does not have to use an approved default management plan if --

(A) The institution, including its main campus and any branch campus, does not have a cohort default rate in excess of 10 percent; and

(B) The owner of the institution does not own and has not owned any other institution that had a cohort default rate in excess of 10 percent while that owner owned the institution.

(16) For a proprietary institution, the institution will derive at least 10 percent of its revenues for each fiscal year from sources other than Title IV, HEA program funds, as provided in § 668.28 (a) and (b), or be subject to sanctions described in § 668.28(c);

(17) The Secretary, guaranty agencies and lenders as defined in 34 CFR part 682, nationally recognized accrediting agencies, the Secretary of Veterans Affairs, State agencies recognized under 34 CFR part 603 for the approval of public postsecondary vocational education, and State agencies that legally authorize institutions and branch campuses or other locations of institutions to provide postsecondary education, have the authority to share with each other any information pertaining to the institution's eligibility for or participation in the Title IV, HEA programs or any information on fraud and abuse;

(18) It will not knowingly --

(i) Employ in a capacity that involves the administration of the Title IV, HEA programs or the receipt of funds under those program, an individual who has been convicted of, or has pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds, or has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(ii) Contract with an institution or third-party servicer that has been terminated under section 432 of the HEA for a reason involving the acquisition, use, or expenditure of Federal, State, or local government funds, or that has been administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds; or

(iii) Contract with or employ any individual, agency, or organization that has been, or whose officers or employees have been--

(A) Convicted of, or pled *nolo contendere* or guilty to, a crime involving the acquisition, use, or expenditure of Federal, State, or local government funds; or

(B) Administratively or judicially determined to have committed fraud or any other material violation of law involving Federal, State, or local government funds;

(19) It will complete, in a timely manner and to the satisfaction of the Secretary, surveys conducted as a part of the Integrated Postsecondary Education Data System (IPEDS) or any other Federal collection effort, as designated by the Secretary, regarding data on postsecondary institutions;

(20) In the case of an institution that is co-educational and has an intercollegiate athletic program, it will comply with the provisions of §668.48;

(21) It will not impose any penalty, including, but not limited to, the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that the student borrow additional funds for which interest or other charges are assessed, on any student because of the student's inability to meet his or her financial obligations to the institution as a result of the delayed disbursement of the proceeds of a Title IV, HEA program loan due to compliance with statutory and regulatory requirements of or applicable to the Title IV, HEA programs, or delays attributable to the institution;

(22)(i) It will not provide any commission, bonus, or other incentive payment based directly or indirectly upon success in securing enrollments or financial aid to any person or entity engaged in any student recruiting or admission activities or in making decisions regarding the awarding of Title IV, HEA program funds, except that this limitation does not apply to the recruitment of foreign students residing in foreign countries who are not eligible to receive Title IV, HEA program funds.

(ii) Activities and arrangements that an institution may carry out without violating the provisions

of (b)(22)(i) of this section include, but are not limited to:

(A) The payment of fixed compensation, such as a fixed annual salary or a fixed hourly wage, as long as that compensation is not adjusted up or down more than twice during any twelve month period, and any adjustment is not based solely on the number of students recruited, admitted, enrolled, or awarded financial aid. For this purpose, an increase in fixed compensation resulting from a cost of living increase that is paid to all or substantially all full-time employees is not considered an adjustment.

(B) Compensation to recruiters based upon their recruitment of students who enroll only in programs that are not eligible for Title IV, HEA program funds.

(C) Compensation to recruiters who arrange contracts between the institution and an employer under which the employer's employees enroll in the institution, and the employer pays, directly or by reimbursement, 50 percent or more of the tuition and fees charged to its employees; provided that the compensation is not based upon the number of employees who enroll in the institution, or the revenue they generate, and the recruiters have no contact with the employees.

(D) Compensation paid as part of a profit-sharing or bonus plan, as long as those payments are substantially the same amount or the same percentage of salary or wages, and made to all or substantially all of the institution's full-time professional and administrative staff. Such payments can be limited to all, or substantially all of the full-time employees at one or more organizational level at the institution, except that an organizational level may not consist predominantly of recruiters, admissions staff, or financial aid staff.

(E) Compensation that is based upon students successfully completing their educational programs, or one academic year of their educational programs, whichever is shorter. For this purpose, successful completion of an academic year means that the student has earned at least 24 semester or trimester credit hours or 36 quarter credit hours, or has successfully completed at least 900 clock hours of instruction at the institution.

(F) Compensation paid to employees who perform clerical "pre-enrollment" activities, such as answering telephone calls, referring inquiries, or distributing institutional materials.

(G) Compensation to managerial or supervisory employees who do not directly manage or supervise employees who are directly involved in recruiting or admissions activities, or the awarding of Title IV, HEA program funds.

(H) The awarding of token gifts to the institution's students or alumni, provided that the gifts are not in the form of money, no more than one gift is provided annually to an individual, and the cost of the gift is not more than \$100.

(I) Profit distributions proportionately based upon an individual's ownership interest in the institution.

(J) Compensation paid for Internet-based recruitment and admission activities that provide information about the institution to prospective students, refer prospective students to the institution, or permit prospective students to apply for admission on-line.

(K) Payments to third parties, including tuition sharing arrangements, that deliver various services to the institution, provided that none of the services involve recruiting or admission activities, or the awarding of Title IV, HEA program funds.

(L) Payments to third parties, including tuition sharing arrangements, that deliver various services to the institution, even if one of the services involves recruiting or admission activities or the awarding of Title IV, HEA program funds, provided that the individuals performing the recruitment or admission activities, or the awarding of Title IV, HEA program funds, are not compensated in a manner that would be impermissible under paragraph (b)(22) of this section.

(23) It will meet the requirements established pursuant to Part H of Title IV of the HEA by the Secretary and nationally recognized accrediting agencies;

(24) It will comply with the requirements of §668.22;

(25) It is liable for all--

- (i) Improperly spent or unspent funds received under the Title IV, HEA programs, including any funds administered by a third-party servicer; and
- (ii) Returns any Title IV, HEA program funds that the institution or its servicer may be required to make;

(26) If the stated objectives of an educational program of the institution are to prepare a student for gainful employment in a recognized occupation, the institution will--

- (i) Demonstrate a reasonable relationship between the length of the program and entry level requirements for the recognized occupation for which the program prepares the student. The Secretary considers the relationship to be reasonable if the number of clock hours provided in the program does not exceed by more than 50 percent the minimum number of clock hours required for training in the recognized occupation for which the program prepares the student, as established by the State in which the program is offered, if the State has established such a requirement, or as established by any Federal agency; and
- (ii) Establish the need for the training for the student to obtain employment in the recognized occupation for which the program prepares the student.

(27) In the case of an institution participating in a Title IV, HEA loan program, the institution --

- (i) Will develop, publish, administer, and enforce a code of conduct with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs in accordance with 34 CFR 601.21; and
- (ii) Must inform its officers, employees, and agents with responsibilities with respect to loans made, insured or guaranteed under the Title IV, HEA loan programs annually of the provisions of the code required under paragraph (b)(27) of this section;

(28) For any year in which the institution has a preferred lender arrangement (as defined in 34 CFR 601.2(b)), it will at least annually compile, maintain, and make available for students attending the institution, and the families of such students, a list in print or other medium, of the specific lenders for loans made, insured, or guaranteed under Title IV, of the HEA or private education loans that the institution recommends, promotes, or endorses in accordance with such preferred lender arrangement. In making such a list, the institution must comply with the requirements in 34 CFR 682.212(h) and 34 CFR 601.10;

(29)(i) It will, upon the request of an enrolled or admitted student who is an applicant for a private education loan (as defined in 34 CFR part 601.2(b)), provide to the applicant the self-certification form required under 34 CFR 601.11(d) and the information required to complete the form, to the extent the institution possesses such information, including --

- (A) The applicant's cost of attendance at the institution, as determined by the institution under part F of Title IV, of the HEA;
- (B) The applicant's estimated financial assistance, including amounts of financial assistance used to replace the expected family contribution as determined by the institution in accordance with Title IV, for students who have completed the Free Application for Federal Student Aid; and
- (C) The difference between the amounts under paragraphs (b)(29)(i)(A) and (29)(i)(B) of this section, as applicable.

(ii) It will, upon the request of the applicant, discuss with the applicant the availability of Federal, State, and institutional student financial aid;

(30) The institution --

(i) Has developed and implemented written plans to effectively combat the unauthorized distribution of copyrighted material by users of the institution's network, without unduly interfering with educational and research use of the network, that include --

- (A) The use of one or more technology-based deterrents;
- (B) Mechanisms for educating and informing its community about appropriate versus

inappropriate use of copyrighted material, including that described in §668.43(a)(10);

(C) Procedures for handling unauthorized distribution of copyrighted material, including disciplinary procedures; and

(D) Procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials by users of the institution's network using relevant assessment criteria. No particular technology measures are favored or required for inclusion in an institution's plans, and each institution retains the authority to determine what its particular plans for compliance with paragraph (b)(30) of this section will be, including those that prohibit content monitoring; and

(ii) Will, in consultation with the chief technology officer or other designated officer of the institution--

(A) Periodically review the legal alternatives for downloading or otherwise acquiring copyrighted material;

(B) Make available the results of the review in paragraph (b)(30)(ii)(A) of this section to its students through a Web site or other means; and

(C) To the extent practicable, offer legal alternatives for downloading or otherwise acquiring copyrighted material, as determined by the institution; and

(31) The institution will submit a teach-out plan to its accrediting agency in compliance with 34 CFR 602.24(c), and the standards of the institution's accrediting agency upon the occurrence of any of the following events:

(i) The Secretary initiates the limitation, suspension, or termination of the participation of an institution in any Title IV, HEA program under 34 CFR 600.41 or subpart G of this part or initiates an emergency action under §668.83.

(ii) The institution's accrediting agency acts to withdraw, terminate, or suspend the accreditation or preaccreditation of the institution.

(iii) The institution's State licensing or authorizing agency revokes the institution's license or legal authorization to provide an educational program.

(iv) The institution intends to close a location that provides 100 percent of at least one program.

(v) The institution otherwise intends to cease operations.

(c) In order to participate in any Title IV, HEA program (other than the LEAP and NEISP programs), the institution must certify that it--

(1) Has in operation a drug abuse prevention program that the institution has determined to be accessible to any officer, employee, or student at the institution; and

(2)(i) Has established a campus security policy in accordance with section 485(f) of the HEA; and

(ii) Has complied with the disclosure requirements of §668.47 as required by section 485(f) of the HEA.

(d)(1) The institution, if located in a State to which section 4(b) of the National Voter Registration Act (42 U.S.C. 1973gg-2(b)) does not apply, will make a good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make those forms widely available to students at the institution.

(2) The institution must request the forms from the State 120 days prior to the deadline for registering to vote within the State. If an institution has not received a sufficient quantity of forms to fulfill this section from the State within 60 days prior to the deadline for registering to vote in the State, the institution is not liable for not meeting the requirements of this section during that election year.

(3) This paragraph applies to elections as defined in Section 301(1) of the Federal Election

Campaign Act of 1971 (2 U.S.C. 431(1)), and includes the election for Governor or other chief executive within such State.

(e)(1) A program participation agreement becomes effective on the date that the Secretary signs the agreement.

(2) A new program participation agreement supersedes any prior program participation agreement between the Secretary and the institution.

(f)(1) Except as provided in paragraphs (g) and (h) of this section, the Secretary terminates a program participation agreement through the proceedings in subpart G of this part.

(2) An institution may terminate a program participation agreement.

(3) If the Secretary or the institution terminates a program participation agreement under paragraph (f) of this section, the Secretary establishes the termination date.

(g) An institution's program participation agreement automatically expires on the date that--

(1) The institution changes ownership that results in a change in control as determined by the Secretary under 34 CFR part 600; or

(2) The institution's participation ends under the provisions of §668.26(a)(1), (2), (4), or (7).

(h) An institution's program participation agreement no longer applies to or covers a location of the institution as of the date on which that location ceases to be a part of the participating institution.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

If an institution participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, the institution and its representatives shall comply with the statute, guidelines, and regulations governing the Title IV, Part D, William D. Ford Federal Direct Loan Program as required by 20 U.S.C. §§ 1087a *et seq.* (Part C) and 34 C.F.R. Part 685.

The institution will:

1. Provide for the establishment and maintenance of a Direct Loan Program at the Institution that will:

Identify eligible students who seek student financial assistance in accordance with Section 484 of the Higher Education Act of 1965, as amended (the HEA).

Estimate the need of students as required under Title IV, Part F of the HEA.

Provide a certification statement of eligibility for students to receive loans that will not exceed the annual or aggregate limits, except the Institution may exercise its authority, under exceptional circumstances identified by the Secretary, to refuse to certify a statement that permits a student to receive a loan, or certify a loan amount that is less than the student's determination of need, if the reason for such action is documented and provided in written form to a student.

Establish a schedule for disbursement of loan proceeds to meet the requirements of Section 428G of the HEA.

Provide timely and accurate information to the Secretary concerning 1) the status of borrowers while students are in attendance, any new information pertaining to the status of

student borrowers of which the Institution becomes aware after the student leaves the Institution, and 2) the utilization of Federal funds under Title IV, Part D of the HEA at such times and in such manner as prescribed by the Secretary.

2. Comply with requirements established by the Secretary relating to student loan information with respect to the Direct Loan Program.
3. Provide that students at the Institution and their parents (with respect to such students) will be eligible to participate in the programs under Title IV, Part B of the HEA, Federal Family Education Loan programs, at the discretion of the Secretary for the period during which such Institution participates in the Direct Loan Program, except that a student or parent may not receive loans under both Title IV, Part B and Part D of the HEA for the same period of enrollment.
4. Provide for the implementation of a quality assurance system, as established by the Secretary and developed in consultation with Institutions of higher education, to ensure that the Institution is complying with program requirements and meeting program objectives.
5. Provide that the Institution will not charge any fees of any kind, regardless of how they are described, to student or parent borrowers for loan application, or origination activities (if applicable), or the provision and processing of any information necessary for a student or parent to receive a loan under Title IV, Part D of the HEA.
6. Provide that the Institution will originate loans to eligible students and parents in accordance with the requirements of Title IV, Part D of the HEA and use funds advanced to it solely for that purpose (Option 2 only).
7. Provide that the note or evidence of obligation of the loan shall be the property of the Secretary (Options 2 and 1 only).
8. Comply with other provisions as the Secretary determines are necessary to protect the interest of the United States and to promote the purposes of Title IV, Part D of the HEA.
9. Accept responsibility and financial liability stemming from its failure to perform its functions under this Program Participation Agreement.

CERTIFICATIONS REQUIRED FROM INSTITUTIONS

The Institution should refer to the regulations cited below. Signature on this Agreement provides for compliance with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 34 CFR Part 84, "Governmentwide Requirements for Drug-Free Workplace (Financial Assistance)", 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)", and 34 CFR Part 86, "Drug and Alcohol Abuse Prevention." Breach of any of these certifications constitutes a breach of this Agreement.

PART 1 CERTIFICATION REGARDING LOBBYING; DRUG-FREE WORKPLACE; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG AND ALCOHOL ABUSE PREVENTION

1. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 C.F.R Part 82, Sections 82.105, and 82.110, the undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The Institution shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

2a. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart B, for grantees, as defined at 34 CFR Part 84, Sections 84.200 through 84.230 -

The Institution certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a drug-free workplace statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about-
 - (1) The dangers of drug abuse in the workplace;
 - (2) The Institution's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -
 - (1) Abide by the terms of the statement, and
 - (2) Notify the employer in writing if he or she is convicted for a violation of a criminal drug statute occurring in the workplace no more than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under this

subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant;

- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted -
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1972, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

2b. Drug-Free Workplace (Grantees Who Are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart C, for recipients who are individuals, as defined at 34 CFR Part 84, Section 84.300 -

- 1. As a condition of the grant, the Institution certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity related to the award; and
- 2. If any officer or owner of the Institution is convicted of a criminal drug offense resulting from a violation occurring during the conduct of any award activity, the Institution will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Notice shall include the identification number(s) of each affected grant.

3. Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 C.F.R Part 85, for prospective participants in primary covered transactions as defined at 34 C.F.R Part 85, Sections 85.105 and 85.110, the Institution certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public or private agreement or transaction; violation of Federal or State antitrust statutes; commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects their present responsibility.
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

4. Drug and Alcohol Abuse Prevention

As required by the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act, and implemented at 34 CFR Part 86, the undersigned Institution certifies that it has adopted and implemented a drug prevention program for its students and employees that, at a minimum, includes--

1. The annual distribution in writing to each employee, and to each student who is taking one or more classes for any kind of academic credit except for continuing education units, regardless of the length of the student's program of study, of:
 - Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.
 - A description of the applicable legal sanctions under local, State or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
 - A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
 - A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
 - A clear statement that the Institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violation of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
2. A biennial review by the Institution of its program to:
 - Determine its effectiveness and implement changes to the program if they are needed.
 - Ensure that its disciplinary sanctions are consistently enforced.

PART 2 CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION -- LOWER TIER COVERED TRANSACTIONS

The Institution is to obtain the signatures of Lower Tier Contractors on reproduced copies of the certification below, and retain the signed certification(s) in the Institution's files.

CERTIFICATION BY LOWER TIER CONTRACTOR (Before Completing Certification, Read Instructions for This Part 3, below)	
<p>(1) The prospective lower tier participant certifies by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal Department or Agency.</p> <p>(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.</p>	
<hr/> Name of Lower Tier Organization	<hr/> PR/Award Number or Project Name
<hr/> Name of Authorized Representative	<hr/> Title of Authorized Representative
<hr/> Signature of Authorized Representative	<hr/> Date

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and


Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

NOTE: A completed copy of the "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions" form must be retained by the Institution. The original blank certification must be returned with the PPA.

IN WITNESS WHEREOF

the parties hereto have caused this Agreement to be executed by their duly authorized representatives.

Signature of Institution's
Chief Executive Officer:  Date: 8/18/2011

Print Name and Title: Dr. Mary Ellen Wilson
Interim President

For the Secretary: _____ Date: _____
U.S. Department of Education

8J (return)



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UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
ATLANTA TEAM

Dr. Virginia Carson
President
South Georgia College
100 West College Park Drive
Douglas, GA 31533-8104

05/30/2012

OPE ID 00159200

Approval Notice

Reason for Action: Officials/Directors of Institution
Increase Level of Offering of Educational Programs
Emergency Contact Information

Approval Date: Effective 05/30/2012

Dear Dr. Carson:

The Atlanta Case Management Team has completed its review of the documentation that South Georgia College (Institution) submitted regarding its officials/directors of institution, increase level of offering of educational programs and emergency contact information.

As a result of that review, we have approved the following:

New official:
Dr. Virginia Carson, President/CFO

Changed level of offering:
Bachelor's Degree

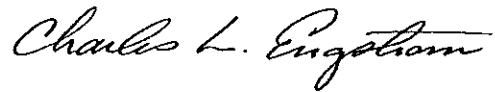
Emergency Contact Information:
Thank you for providing this information.

Please print a copy of this notice and the Eligibility and Certification Approval Report (ECAR) from the EAPP website at <http://eligcert.ed.gov/eapp/owa/ecar>. This Approval Notice is an addendum to the Institution's Program Participation Agreement (PPA). Please

retain this notice and the ECAR with the PPA for compliance purposes.

Should you have any questions, please contact Andrew Lawrence at (202) 377-4369.

Sincerely,

A handwritten signature in cursive script that reads "Charles L. Engstrom".

Charles Engstrom
Area Case Director
School Participation Team, SC
Atlanta Team

cc: Rebecca D. Rumker, Director of Financial Aid



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UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
ATLANTA TEAM

Dr. Virginia Carson
President
South Georgia College
100 West College Park Drive
Douglas, GA 31533-8104

12/29/2009

OPE ID 00159200

Dear Dr. Carson:

The Atlanta School Participation Team is pleased to inform you that, based upon the information included in your Application for Approval to Participate in Federal Student Financial Aid Programs, the Secretary of Education (Secretary) has determined that South Georgia College (Institution) satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA). South Georgia College will be listed in the next edition of the Directory of Postsecondary Institutions published by the U.S. Department of Education (Department).

OPE ID NUMBER

The OPE ID Number 00159200 is a unique identifier for the Institution. The OPE ID Number will also be the Institution's identification number for the Title IV, HEA programs. Please use the OPE ID Number in all communications with the Department.

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

Please print a copy of the **Eligibility and Certification Approval Report (ECAR)** Together, the **Program Participation Agreement (PPA)** that has been signed on behalf of the Secretary and the ECAR constitute the Atlanta School Participation Team's determination that the Institution has qualified to participate in programs under the Higher Education Act of 1965, as amended (HEA) and the Federal student financial assistance programs (Title IV, HEA programs).

The Institution must retain the ECAR and the PPA together.

The ECAR contains the most critical of the data elements that form the basis of the Institution's approval, and also a list of the highest level of offering, any nondegree or short term training programs, and any additional locations that provide 50 percent or more of an educational program that have been approved for the Title IV, HEA programs. The Institution may not award, distribute or disburse any Title IV, HEA program funds for any educational or training program that is beyond the scope of the approval contained in the ECAR, nor for any additional location providing 50 percent or more of an educational program that has not been approved and is not listed on the ECAR.

- In order to comply with the requirements of 34 CFR 668.8(1), some vocational or nondegree programs may have been approved for fewer credit hours than requested in the Institution's application.
- Vocational and nondegree programs that do not meet the requirements of 34 CFR Parts 600 and 668 have not been approved and are marked in the ECAR as not approved.
- The listing of Vocational Programs in the ECAR contains those nondegree programs that the Atlanta School Participation Team has determined are eligible programs for participation in the Title IV, HEA programs.
- The ECAR contains a list of HEA programs other than Title IV, HEA programs, for which the Institution is eligible to apply. This list does not mean that the Institution will automatically be eligible to participate in or receive funds under any HEA competitive grant program. Information concerning applications for, and the individual requirements of, the competitive grant program can be obtained from:

Deputy Assistant Secretary Office of Higher Education Programs U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-5140
--

PROGRAM PARTICIPATION AGREEMENT

The PPA contains the agreement between the Institution and the Secretary concerning the Institution's participation in the Federal student financial assistance programs (Title IV, HEA programs).

CERTIFICATION FOR TITLE IV, HEA PROGRAMS

As explained in the PPA, Title IV, HEA programs administered by participating educational institutions are subject to applicable laws, regulations, and guidelines. Listed below are the appropriate telephone numbers for further information on the HEA programs:

- Federal Pell Grant Program (800) 474-7268
- Federal Family Education Loan Program (202) 377-4008
- Federal Direct Student Loan Program (800) 848-0978

If the Institution wishes to begin participating in the Direct Loan Program or to request a change in its funding method, contact COD School Relations at the Federal Direct Student Loan Program number above or send an email to codsupport@acs-inc.com

- Federal Campus-Based Programs (877) 801-7168

The Federal Campus-Based Programs are (a) the Federal Supplemental Educational Opportunity Grant Program, (b) the Federal Work-Study Program, and (c) the Federal Perkins Loan Program. To obtain funding under any or all of these programs, the Institution must file the Fiscal Operations Report and Application to Participate (FISAP) annually. FISAP packages are typically available at the end of July each year and the due date for electronic submission of this data is generally a postmark or transmission date of October 1. Please keep in mind that the October 1 submission is to obtain funding for the Award Year that begins the following July 1.

If the Institution does not already participate in the Title IV, HEA programs, the Institution must complete Fundamentals of Title IV Administration (Precertification) Training no later than 12 months after the Institution executed the PPA. Completion of this training must be not earlier than one year before beginning to participate in any Title IV, HEA program for which the Institution has not previously participated. If you wish to register for Fundamentals of Title IV Administration (Precertification) Training, please register at <http://www.register123.com/event/profile/web/index.cfm?PKwebID=0x112117625&varPage=info>. For information concerning the training, contact the Atlanta Team at the telephone number listed later in this letter.

Participating educational institutions will be reviewed at least once every six years to determine whether the institutions remain administratively capable and financially responsible to administer Title IV programs and funds.

REPORTING AND REAPPLICATION REQUIREMENTS

The Institution must report promptly to the Department certain changes and actions that affect the Institution's participation approval, as specified in 34 CFR 600 and 668, including, but not limited to:

- Change of name and/or address;
- New contract or significant modification of existing contract with a third party servicer;
- Change in exercise of a person's substantial control over the Institution, e.g., a change in the chief executive officer or members of the board of trustees or board of directors.
- Change in the way the Institution measures educational program length;
- Change in the level of course offerings;
- Additions and/or closures of non-main campus locations that offer at least 50% of an educational program;
- Change of accrediting agency;
- Change of the State agency that confers legal authority on the Institution to offer programs of postsecondary education; or
- Change in ownership *whether or not* that ownership change results in a change in control of the Institution.

If the Institution fails to report any such changes within ten days after the change occurs, the ability of the Institution to administer the Title IV student financial assistance programs properly will be called into question. As a consequence, we will consider whether it is necessary to monitor the Institution's receipt of Federal funds more closely. Failure to report

changes within the time frame required may also result in an adverse action being taken against the Institution in accordance with 34 CFR 668, Subpart G.

Automatic Termination of Approval

This Approval for Institutional Participation automatically terminates on the happening of any of the following events:

- September 30, 2015
- The date the Institution loses the legal authority to offer programs of postsecondary education in the State in which it is located;
- The date the Institution loses accreditation from its designated primary accrediting agency;
- The date the Institution ceases to offer all approved postsecondary instruction;
- The date the Institution merges with another institution;
- The date the Institution undergoes a change in ownership resulting in a change of control;
- The date the Institution files for bankruptcy; or
- The date the Institution otherwise ceases to meet the definition of an eligible institution of higher education.

Please send all information or documentation required by this letter to:

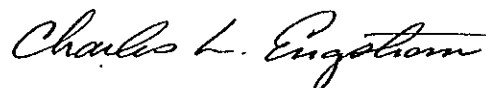
United States Department of Education Federal Student Aid, Schools Channel Attention: Atlanta School Participation Team Union Center Plaza 830 First Street, NE Washington, DC 20002-5402

One of the institutional eligibility requirements is that the institution must admit as regular students only persons who have a high school diploma; have the recognized equivalent of a high school diploma; or are beyond the age of compulsory school attendance in the State in which the institution is physically located (see 34 CFR 600.4, 5 or 6). This means if the student is not yet beyond the age of compulsory school attendance in the State in which the institution is physically located, the institution can only enroll the individual as a regular student if he or she has a high school diploma or its equivalent.

One of the student eligibility requirements is that an eligible student is one who is not enrolled in either an elementary or secondary school (see 34 CFR 668.32). This means that an institution cannot accept as a regular student at this school, an individual who is also enrolled at the same time in elementary or high school.

The telephone number for the Atlanta Team is (202) 377-4223. The fax number is (202) 275-5595.

Sincerely,



Charles Engstrom
Area Case Director
School Participation Team, SC
Atlanta Team

cc: Mrs. Rebecca D. Rumker, Director of Financial Aid
Southern Association of Colleges and Schools Commission on Colleges
Guarantee Agency
GA Board of Regents of the University System of Georgia



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FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/17/2012

PAGE A - 1

NAME AND ADDRESS OF INSTITUTION: South Georgia College
100 West College Park Drive
Douglas, GA 31533-8104

TYPE OF INSTITUTION: Public

CONGRESSIONAL DISTRICT: 01

DEPARTMENT REGION: 04

SCHOOL PARTICIPATION TEAM: 04

ACTION DATE: 12/09/2009

ACTION: Reapprove Elig/Full Cert

OPE ID: 00159200

TIN: 586002058

IPEDS ID: 140997

DUNS NBR: 075943225

FEDERAL PELL GRANT ID: 001592

FEDERAL FAMILY EDUCATION LOAN ID: 001592

FEDERAL DIRECT STUDENT LOAN ID: G01592

FEDERAL PERKINS LOAN ID: 001042

FEDERAL SCHOOL CODE: 001592

FEDERAL WORK STUDY ID: 001042

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 001042

ACADEMIC CALENDAR: Semester Hours

EDUCATIONAL PROGRAM LEVELS OFFERED:

Associate's Degree

Bachelor's Degree

ELIGIBLE: Y

INITIAL APPROVAL DATE: 05/01/1967

CERTIFIED: Certified

LOAN DEFERMENT: Y

PROGRAM PARTICIPATION AGREEMENT

WAIVER(S):

*** End of Waivers ***

EFFECTIVE DATE: 12/29/2009

EXPIRATION DATE: 09/30/2015

THE INSTITUTION IS ELIGIBLE TO APPLY FOR PARTICIPATION IN THE FOLLOWING PROGRAMS
AUTHORIZED UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED:

TITLE I: Y	TITLE IV: Y	TITLE VII: Y	TITLE X: Y	TITLE XIII: Y
TITLE II: Y	TITLE V: Y	TITLE VIII: Y	TITLE XI: Y	TITLE XIV: Y
TITLE III: Y	TITLE VI: Y	TITLE XI: Y	TITLE XII: Y	TITLE XV: Y

Program: TEACH GRANT

Certified: DATE:

TITLE IV STUDENT FINANCIAL ASSISTANCE PROGRAMS

PROGRAM	CERTIFIED	APPROVAL DATE	PROGRAM	CERTIFIED	APPROVAL DATE
FWS Com Serv	Y	05/01/1967	FWS Priv Sec Empl	Y	05/01/1967
FWS Job Loc Dev	Y	05/01/1967	FFEL Staff	Y	05/01/1967

FFEL Staff Unsub	Y	05/01/1967	FFEL PLUS	Y	05/01/1967
FPerkins	Y	05/01/1967	FSEOG	Y	05/01/1967
FPell	Y	07/01/1972	FDSLPL Staff	Y	07/01/1994
FDSLPL Staff Unsub	Y	07/01/1994	FDSLPL PLUS	Y	07/01/1994

**** End of Section A ****



START HERE
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UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/17/2012

ACCREDITATION SECTION

PAGE B - 1

INSTITUTION NAME : South Georgia College

OPE ID : 001592 00

INSTITUTION TYPE : Public

ACCREDITATION

<u>ACCREDITING AGENCY</u>	<u>DESIGNATION</u>	<u>SCOPE</u>	<u>EFFECTIVE YEAR</u>	<u>NUMBER OF YEARS</u>
Southern Association of Colleges and Schools Commission on Colleges	Primary	Institutional	2009	9

**** End of Accreditation Section ****



START HERE
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UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/17/2012

STATE AUTHORIZATION SECTION

PAGE C - 1

INSTITUTION NAME : South Georgia College

OPE ID : 001592 00

INSTITUTION TYPE : Public

STATE AUTHORIZATION

STATE AGENCY

GA Board of Regents of the University System of Georgia

**** End of State Authorization Section ****



START HERE
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FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/17/2012

OFFICIALS SECTION

PAGE D - 1

INSTITUTION NAME : South Georgia College

OPE ID : 001592 00

INSTITUTION TYPE : Public

OFFICIALS

<u>NAME AND ADDRESS</u>	<u>TITLE</u>	<u>PHONE</u> <u>FAX</u>	<u>E-MAIL</u>
Carson, Virginia 100 West College Park Drive Douglas, GA 31533	President	(912) 260-4394 (912) 260-4445	virginia.carson@ sgc.edu
Rumker, Rebecca D 100 West College Park Drive Douglas, GA 31533	Director of Financial Aid	(912) 260-4287 (912) 260-4455	becky.rumker@ sgc.edu

**** End of Officials Section ****



START HERE
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UNITED STATES DEPARTMENT OF EDUCATION**SCHOOL PARTICIPATION MANAGEMENT DIVISION****ELIGIBILITY AND CERTIFICATION APPROVAL REPORT**

DATE PRINTED: 09/17/2012

ADDITIONAL LOCATIONS SECTION

PAGE E - 1

INSTITUTION NAME : South Georgia College

OPE ID : 001592 00

INSTITUTION TYPE : Public

ADDITIONAL LOCATIONS

<u>OPE ID</u>	<u>NAME AND ADDRESS</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>INITIAL APPROVAL DATE</u>
00159203	South Georgia College-Waycross College Waycross Junior College 2001 South Georgia Parkway West Waycross, GA 31503-0110	Y	05/01/1967
**** End of Additional Locations Section ****			



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/17/2012

VOCATIONAL/NON-DEGREE PROGRAMS
SECTION

PAGE F - 1

INSTITUTION NAME : South Georgia College

OPE ID : 001592 00

INSTITUTION TYPE : Public

VOCATIONAL/NON-DEGREE PROGRAMS

<u>CIP</u>	<u>INSTITUTION'S PROGRAM NAME</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>FULL CREDIT TO DEGREE</u>	<u>INITIAL APPROVAL</u>	<u>CREDIT HOURS</u>	<u>TYPE</u>	<u>CLOCK HOURS</u>	<u>DURATION IN WEEKS</u>
11.0101	Computer and Information Sciences, General	N	Y	03/14/1997	31	Semester	388	35
11.0401	Information Sciences and Systems	N	Y	03/14/1997	22	Semester	275	32
13.1501	Teachers' Aide Certificate	N	Y	01/22/1999	23	Semester	288	32
51.0799	Health and Medical Administrative Services, Other	N	Y	03/14/1997	22	Semester	275	32
52.0201	Business Administration and Management, General	N	Y	03/14/1997	29	Semester	363	34
52.0803	Banking and Financial Support Services	N	Y	03/14/1997	32	Semester	400	34
52.1299	Networking Systems	N	Y	08/22/2001	22	Semester	275	32

**** End of Vocational/Non-degree Programs Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION**SCHOOL PARTICIPATION MANAGEMENT DIVISION****ELIGIBILITY AND CERTIFICATION APPROVAL REPORT**

DATE PRINTED: 09/17/2012

SERVICER INFORMATION SECTION

PAGE H - 1

INSTITUTION NAME : South Georgia College

OPE ID : 001592 00

INSTITUTION TYPE : Public

SERVICER INFORMATION

<u>SERVICER NAME</u>	<u>CONTACT NAME</u>	<u>SERVICES OFFERED</u>
Affiliated Computer Services (ACS) 900 Commerce Drive Oak Brook, IL 60523	Pat Ballard	Performing Loan Servicing
Higher One 115 Munson Street New Haven, CT 06511	Mr. Rob Makawski	Disbursing Financial Aid
National Student Clearinghouse 2300 Dulles Station Boulevard Herndon, VA 20171	Daniel R. Boehmer	Performing Loan Servicing

**** End of Servicer Information Section ****

Return to the [Application Index](#)



FEDERAL STUDENT AID  START HERE. GO FURTHER.™

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
ATLANTA TEAM

Dr. Mary Ellen Wilson
Interim President
Waycross College
2001 South Georgia Parkway
Waycross, GA 31503-0110

08/25/2011

OPE ID 02055000

Dear Dr. Wilson:

The Atlanta School Participation Team is pleased to inform you that, based upon the information included in your Application for Approval to Participate in Federal Student Financial Aid Programs, the Secretary of Education (Secretary) has determined that Waycross College (Institution) satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA). Waycross College will be listed in the next edition of the Directory of Postsecondary Institutions published by the U.S. Department of Education (Department).

OPE ID NUMBER

The OPE ID Number 02055000 is a unique identifier for the Institution. The OPE ID Number will also be the Institution's identification number for the Title IV, HEA programs. Please use the OPE ID Number in all communications with the Department.

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

Please print a copy of the **Eligibility and Certification Approval Report (ECAR)** Together, the **Program Participation Agreement (PPA)** that has been signed on behalf of the Secretary and the ECAR constitute the Atlanta School Participation Team's determination that the Institution has qualified to participate in programs under the Higher Education Act of 1965, as amended (HEA) and the Federal student financial assistance programs (Title IV, HEA programs).

The Institution must retain the ECAR and the PPA together.

The ECAR contains the most critical of the data elements that form the basis of the Institution's approval, and also a list of the highest level of offering, any nondegree or short term training programs, and any additional locations that provide 50 percent or more of an educational program that have been approved for the Title IV, HEA programs. The Institution may not award, distribute or disburse any Title IV, HEA program funds for any educational or training program that is beyond the scope of the approval contained in the ECAR, nor for any additional location providing 50 percent or more of an educational program that has not been approved and is not listed on the ECAR.

- In order to comply with the requirements of 34 CFR 668.8(1), some vocational or nondegree programs may have been approved for fewer credit hours than requested in the Institution's application.
- Vocational and nondegree programs that do not meet the requirements of 34 CFR Parts 600 and 668 have not been approved and are marked in the ECAR as not approved.
- The listing of Vocational Programs in the ECAR contains those nondegree programs that the Atlanta School Participation Team has determined are eligible programs for participation in the Title IV, HEA programs.
- The ECAR contains a list of HEA programs other than Title IV, HEA programs, for which the Institution is eligible to apply. This list does not mean that the Institution will automatically be eligible to participate in or receive funds under any HEA competitive grant program. Information concerning applications for, and the individual requirements of, the competitive grant program can be obtained from:

Deputy Assistant Secretary Office of Higher Education Programs U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-5140
--

PROGRAM PARTICIPATION AGREEMENT

The PPA contains the agreement between the Institution and the Secretary concerning the Institution's participation in the Federal student financial assistance programs (Title IV, HEA programs).

CERTIFICATION FOR TITLE IV, HEA PROGRAMS

As explained in the PPA, Title IV, HEA programs administered by participating educational institutions are subject to applicable laws, regulations, and guidelines. Listed below are the appropriate telephone numbers for further information on the HEA programs:

- Federal Pell Grant Program (800) 474-7268
- Federal Family Education Loan Program (202) 377-4008
- Federal Direct Student Loan Program (800) 848-0978

If the Institution wishes to begin participating in the Direct Loan Program or to request a change in its funding method, contact COD School Relations at the Federal Direct Student Loan Program number above or send an email to codsupport@acs-inc.com

- Federal Campus-Based Programs (877) 801-7168

The Federal Campus-Based Programs are (a) the Federal Supplemental Educational Opportunity Grant Program, (b) the Federal Work-Study Program, and (c) the Federal Perkins Loan Program. To obtain funding under any or all of these programs, the Institution must file the Fiscal Operations Report and Application to Participate (FISAP) annually. FISAP packages are typically available at the end of July each year and the due date for electronic submission of this data is generally a postmark or transmission date of October 1. Please keep in mind that the October 1 submission is to obtain funding for the Award Year that begins the following July 1.

If the Institution does not already participate in the Title IV, HEA programs, the Institution must complete Fundamentals of Title IV Administration (Precertification) Training no later than 12 months after the Institution executed the PPA. Completion of this training must be not earlier than one year before beginning to participate in any Title IV, HEA program for which the Institution has not previously participated. If you wish to register for Fundamentals of Title IV Administration (Precertification) Training, please register at [http://www.register123.com/event/profile/web/index.cfm?](http://www.register123.com/event/profile/web/index.cfm?PKwebID=0x112117625&varPage=info)

PKwebID=0x112117625&varPage=info. For information concerning the training, contact the Atlanta Team at the telephone number listed later in this letter.

Participating educational institutions will be reviewed at least once every six years to determine whether the institutions remain administratively capable and financially responsible to administer Title IV programs and funds.

REPORTING AND REAPPLICATION REQUIREMENTS

The Institution must report promptly to the Department certain changes and actions that affect the Institution's participation approval, as specified in 34 CFR 600 and 668, including, but not limited to:

- Change of name and/or address;
- New contract or significant modification of existing contract with a third party servicer;
- Change in exercise of a person's substantial control over the Institution, e.g., a change in the chief executive officer or members of the board of trustees or board of directors.
- Change in the way the Institution measures educational program length;
- Change in the level of course offerings;
- Additions and/or closures of non-main campus locations that offer at least 50% of an educational program;
- Change of accrediting agency;
- Change of the State agency that confers legal authority on the Institution to offer programs of postsecondary education; or
- Change in ownership *whether or not* that ownership change results in a change in control of the Institution.

If the Institution fails to report any such changes within ten days after the change occurs, the ability of the Institution to administer the Title IV student financial assistance programs properly will be called into question. As a consequence, we will consider whether it is necessary to monitor the Institution's receipt of Federal funds more closely. Failure to report

changes within the time frame required may also result in an adverse action being taken against the Institution in accordance with 34 CFR 668, Subpart G.

Automatic Termination of Approval

This Approval for Institutional Participation automatically terminates on the happening of any of the following events:

- June 30, 2017
- The date the Institution loses the legal authority to offer programs of postsecondary education in the State in which it is located;
- The date the Institution loses accreditation from its designated primary accrediting agency;
- The date the Institution ceases to offer all approved postsecondary instruction;
- The date the Institution merges with another institution;
- The date the Institution undergoes a change in ownership resulting in a change of control;
- The date the Institution files for bankruptcy; or
- The date the Institution otherwise ceases to meet the definition of an eligible institution of higher education.

Please send all information or documentation required by this letter to:

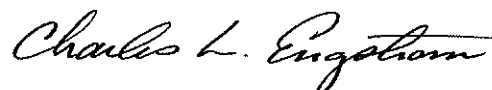
United States Department of Education Federal Student Aid, Schools Channel Attention: Atlanta School Participation Team 61 Forsyth St. S.W. Room 18T40 Atlanta, GA 30303
--

One of the institutional eligibility requirements is that the institution must admit as regular students only persons who have a high school diploma; have the recognized equivalent of a high school diploma; or are beyond the age of compulsory school attendance in the State in which the institution is physically located (see 34 CFR 600.4, 5 or 6). This means if the student is not yet beyond the age of compulsory school attendance in the State in which the institution is physically located, the institution can only enroll the individual as a regular student if he or she has a high school diploma or its equivalent.

One of the student eligibility requirements is that an eligible student is one who is not enrolled in either an elementary or secondary school (see 34 CFR 668.32). This means that an institution cannot accept as a regular student at this school, an individual who is also enrolled at the same time in elementary or high school.

The telephone number for the Atlanta Team is (404) 974-9303. The fax number is (404) 974-9322.


Sincerely,



Charles Engstrom
Area Case Director
School Participation Team, SC
Atlanta Team

cc: Mrs. Debbie M. Howard, Director Financial Aid
Southern Association of Colleges and Schools Commission on Colleges
Guarantee Agency
GA University System of Georgia, Board of Regents



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UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID
SCHOOL ELIGIBILITY CHANNEL
SCHOOL PARTICIPATION TEAM
ATLANTA TEAM

Dr. Mary Ellen Wilson
Interim President
Waycross College
2001 South Georgia Parkway
Waycross, GA 31503-0110

08/17/2011

OPE ID 02055000

Dear Dr. Wilson:

The Atlanta School Participation Team has completed its review of Waycross College's (Institution) application to participate in the Title IV, HEA programs.

Our analysis of the materials which you submitted, indicates that the Institution meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in 34 CFR Parts 600 and 668.

To complete the recertification process, the Institution must print, review, sign and return two copies of the Program Participation Agreement (PPA) to the following address:

United States Department of Education Federal Student Aid, Schools Channel Attention: Atlanta School Participation Team 61 Forsyth St. S.W. Room 18T40 Atlanta, GA 30303
--

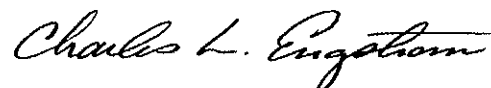
After the signed copies of the PPA are received from you, the Atlanta School Participation Team will generate an Eligibility and Certification Approval Report (ECAR). The ECAR will summarize the critical elements of the Institution's approved application. The ECAR will also identify the Institution's highest level of offering, any nondegree or short term training programs and any additional locations which are Title IV, HEA eligible.

Upon execution of the PPA by the Secretary, the Institution shall be certified to participate in Title IV, HEA programs until June 30, 2017. The Atlanta School Participation Team will

notify the respective Federal Student Aid (FSA) program offices of the Institution's eligibility to receive Title IV funds. The Institution has thirty days from the date of this letter to sign and return two copies of the PPA. The Institution's failure to respond within the allotted time frame will constitute a withdrawal of the Institution's application from consideration.

Should you have any questions, please contact the Atlanta School Participation Team at (404) 974-9303.

Sincerely,



Charles Engstrom
Area Case Director
School Participation Team, SC
Atlanta Team

cc: Mrs. Debbie M. Howard, Director Financial Aid



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/19/2011

PAGE A - 1

NAME AND ADDRESS OF INSTITUTION: Waycross College
2001 South Georgia Parkway
Waycross, GA 31503-0110

TYPE OF INSTITUTION: Public

CONGRESSIONAL DISTRICT: 01

DEPARTMENT REGION: 04

SCHOOL PARTICIPATION TEAM: 04

ACTION DATE: 07/20/2011

ACTION: Reapprove Elig/Full Cert

OPE ID: 02055000

TIN: 581255136

IPEDS ID: 141307

DUNS NBR: 060655867

FEDERAL PELL GRANT ID: 013537

FEDERAL FAMILY EDUCATION LOAN ID: 020550

FEDERAL DIRECT STUDENT LOAN ID: G20550

FEDERAL PERKINS LOAN ID: 004735

FEDERAL SCHOOL CODE: 013537

FEDERAL WORK STUDY ID: 004735

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT ID: 004735

ACADEMIC CALENDAR: Semester Hours
EDUCATIONAL PROGRAM LEVELS OFFERED:
Associate's Degree

ELIGIBLE: Y
INITIAL APPROVAL DATE: 06/21/1976

CERTIFIED: Certified

LOAN DEFERMENT: Y

PROGRAM PARTICIPATION AGREEMENT

WAIVER(S):

*** End of Waivers ***

EFFECTIVE DATE: 08/25/2011

EXPIRATION DATE: 06/30/2017

THE INSTITUTION IS ELIGIBLE TO APPLY FOR PARTICIPATION IN THE FOLLOWING PROGRAMS
AUTHORIZED UNDER THE HIGHER EDUCATION ACT OF 1965, AS AMENDED:

TITLE I: Y	TITLE IV: Y	TITLE VII: Y	TITLE X: Y	TITLE XIII: Y
TITLE II: Y	TITLE V: Y	TITLE VIII: Y	TITLE XI: Y	TITLE XIV: Y
TITLE III: Y	TITLE VI: Y	TITLE XI: Y	TITLE XII: Y	TITLE XV: Y

Program: TEACH GRANT

Certified: DATE:

TITLE IV STUDENT FINANCIAL ASSISTANCE PROGRAMS

<u>PROGRAM</u>	<u>CERTIFIED</u>	<u>APPROVAL DATE</u>	<u>PROGRAM</u>	<u>CERTIFIED</u>	<u>APPROVAL DATE</u>
FWS Com Serv	Y	06/21/1976	FWS Priv Sec Empl	Y	10/04/1996
FWS Job Loc Dev	Y	06/21/1976	FFEL Staff	N	

FFEL Staff Unsub	N		FFEL PLUS	N	
FPerkins	Y	06/21/1976	FSEOG	Y	06/21/1976
FPell	Y	06/21/1976	FDSLP Staff	Y	10/04/1996
FDSLP Staff Unsub	Y	10/04/1996	FDSLP PLUS	Y	10/04/1996

**** End of Section A ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION**SCHOOL PARTICIPATION MANAGEMENT DIVISION****ELIGIBILITY AND CERTIFICATION APPROVAL REPORT**

DATE PRINTED: 09/19/2011

ACCREDITATION SECTION

PAGE B - 1

INSTITUTION NAME : Waycross College

OPE ID : 020550 00

INSTITUTION TYPE : Public

ACCREDITATION

<u>ACCREDITING AGENCY</u>	<u>DESIGNATION</u>	<u>SCOPE</u>	<u>EFFECTIVE YEAR</u>	<u>NUMBER OF YEARS</u>
Southern Association of Colleges and Schools Commission on Colleges	Primary	Institutional	2003	10

**** End of Accreditation Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/19/2011

STATE AUTHORIZATION SECTION

PAGE C - 1

INSTITUTION NAME : Waycross College

OPE ID : 020550 00

INSTITUTION TYPE : Public

STATE AUTHORIZATION

STATE AGENCY

GA University System of Georgia, Board of Regents

**** End of State Authorization Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION**SCHOOL PARTICIPATION MANAGEMENT DIVISION****ELIGIBILITY AND CERTIFICATION APPROVAL REPORT**

DATE PRINTED: 09/19/2011

OFFICIALS SECTION

PAGE D - 1

INSTITUTION NAME : Waycross College

OPE ID : 020550 00

INSTITUTION TYPE : Public

OFFICIALS

<u>NAME AND ADDRESS</u>	<u>TITLE</u>	<u>PHONE</u> <u>FAX</u>	<u>E-MAIL</u>
Wilson, Mary Ellen 2001 South Georgia Parkway Waycross, GA 31503-0110	Interim President	(912) 449-7500 (912) 449-7614	mwilson@ waycross.edu
Howard, Debbie M 2001 South Georgia Parkway Waycross, GA 31503-0110	Director Financial Aid	(912) 449-7557 (912) 449-7610	dhoward@ waycross.edu
Latham, Marcus 2001 South Georgia Parkway Waycross, GA 31503-0110	Chief Business Officer	(912) 449-7525 (912) 449-7614	mlatham@ waycrosss.edu

**** End of Officials Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/19/2011

ADDITIONAL LOCATIONS SECTION

PAGE E - 1

INSTITUTION NAME : Waycross College

OPE ID : 020550 00

INSTITUTION TYPE : Public

ADDITIONAL LOCATIONS

OPE IDNAME AND ADDRESS

APPROVED
FOR
CERTIFICATION

INITIAL
APPROVAL
DATE

**** End of Additional Locations Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/19/2011

VOCATIONAL/NON-DEGREE PROGRAMS
SECTION

PAGE F - 1

INSTITUTION NAME : Waycross College

OPE ID : 020550 00

INSTITUTION TYPE : Public

VOCATIONAL/NON-DEGREE PROGRAMS

<u>CIP</u>	<u>INSTITUTION'S PROGRAM NAME</u>	<u>APPROVED FOR CERTIFICATION</u>	<u>FULL CREDIT TO DEGREE</u>	<u>INITIAL APPROVAL</u>	<u>CREDIT HOURS</u>	<u>TYPE</u>	<u>CLOCK HOURS</u>	<u>DURATION IN WEEKS</u>
13.1501	Certificate in Teaching	N	Y	04/19/2004	25	Semester		30
52.0101	Certificate in General Business	N	Y	04/19/2004	27	Semester		30
52.0301	Certificate in Accounting	N	Y	04/19/2004	30	Semester		30

**** End of Vocational/Non-degree Programs Section ****



START HERE
GO FURTHER
FEDERAL STUDENT AID

UNITED STATES DEPARTMENT OF EDUCATION

SCHOOL PARTICIPATION MANAGEMENT DIVISION

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

DATE PRINTED: 09/19/2011

SERVICER INFORMATION SECTION

PAGE H - 1

INSTITUTION NAME : Waycross College

OPE ID : 020550 00

INSTITUTION TYPE : Public

SERVICER INFORMATION

<u>SERVICER NAME</u>	<u>CONTACT NAME</u>	<u>SERVICES OFFERED</u>
Higher One 25 Science Park New Haven, CT 06511	Rob Makowski	Other

**** End of Servicer Information Section ****

Return to the [Application Index](#)

9A (return)
**Revised Campus Completion Plan for
South Georgia College/Waycross College**

Contact Person: Dr. Carl B. McDonald, SGC VPAA, carl.mcdonald@sgc.edu

August 22, 2012

Part I: Goals and Data Analysis

Key Findings from Data Sources: The merged Complete College America data for South Georgia College (SGC) and Waycross College (WC) shows that during the 2008-2009 academic year 46% of students were eligible for the federal Pell grant, 35% were members of minority groups, and 28% were age 25 and over. The data set also identifies patterns of student success while also revealing gaps in performance and data collection. "Traditional" 17-19 year old students demonstrate the greatest success in outcome and progress metrics. On the other hand, cohorts of the underserved populations of Black non-Hispanic students and non-traditional students are less successful in outcome and progress metrics. Significantly, available data also demonstrate that retention, course completion, time to degree, and graduation rates are adversely affected by student placement and performance in learning support courses. By studying gaps among subgroups and points in the education continuum where students fail, SGC/WC will focus efforts on strategies in a consolidated campus completion plan that will increase efficiencies, enhance quality, and grow numbers of graduates.

Analysis of SGC/WC Complete College Georgia Data:

Retention/Graduation/Transfer

Table 1 first shows the percentage of full-time and part-time students broken down by categories relevant to the College's student population (race, age, and Pell Grant recipients) in the fall semester 2005 Cohort who were either retained or transferred through spring semester 2007.

Table 1: Fall 2005 Cohort Retention/Transfer Rates through Spring Semester 2007

Fall 2005 Cohort	Spring 06		Fall 06		Spring 07	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Black, non-Hispanic	82%	77%	61%	0%	50%	0%
White, non-Hispanic	80%	64%	61%	36%	57%	36%
Pell Grant Recipients	77%	74%	58%	42%	52%	40%
*Non-Traditional	72%	64%	0%	39%	0%	42%

*Age 25 and over

Table 2 on the following page then shows the percentage of full-time and part-time students in that same cohort broken down by categories relevant to SGC/WC's student population (race, age, and Pell Grant recipients) who were retained, transferred, or graduated from fall semester 2007 through spring semester 2009.

Table 2: Fall 2005 Cohort Retention/Transfer/Graduation Rates through Fall Semester 2008

Fall 2005 Cohort	Fall 07		Spring 08		Fall 08		Spring 09	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Black, non-Hispanic	46%	0%	39%	0%	40%	0%	40%	0%
White, non-Hispanic	52%	22%	51%	24%	50%	37%	50%	35%
Pell Grant Recipients	45%	26%	43%	32%	44%	30%	42%	19%
Non-Traditional	0%	0%	0%	0%	0%	0%	0%	0%

Table 1 shows a marked decline of students retained in the USG from fall semester 2005 to spring 2007. By way of comparison, Table 2 shows a more gradual decline for students remaining in the USG.

Remediation

In the area of remediation, 63% of SGC/WC's Fall 2007 Cohort enrolled in learning support, and of these students, 50% successfully completed learning support courses. Also for the Fall 2007 Cohort, 10% of students completed at least one college-level math and English course within two academic years of entry. In Table 3 below, learning support and initial college course completion data are presented for the Fall 2007 Cohort broken down by categories relevant to SGC/WC's student population (race, age, and Pell Grant recipients).

Table 3: Fall 2007 Cohort Remediation Success Rates

Fall 2007 Cohort	Remediation Required	Remediation Successful	Completed Math/English
Black, non-Hispanic	84%	42%	0%
Pell Grant Recipients	72%	50%	5%
Non-Traditional	69%	26%	0%
White, non-Hispanic	52%	55%	10%

Table 3 indicates that White non-Hispanic students perform better in remediation than Black non-Hispanic students, students receiving Pell Grants, and non-traditional students. In addition, for the Fall 2007 Cohort, 36% of full-time students completed 24 credit hours within their first academic year, while 29% of part-time students completed 12 credit hours within their first academic year.

Student Cohort Targets: To assess SGC/WC's progress toward achieving its institutional goals, annual targets for the CCA metrics are presented in Appendix A for the following four most significant student demographic cohorts that SGC/WC serves.

- Black non-Hispanic
- White non-Hispanic
- Non-Traditional
- Pell Grant Recipients

The Office of Research and Policy Analysis in the office of the University System of Georgia provided merged data for South Georgia College and Waycross College to serve as baseline data for annual targets for the CCA metrics. The targets are expressed as three-year rolling averages as recommended by the USG Metrics Working Group. These annual percentage targets will be used to

assess the achievement of the SGC/WC institutional goals. The annual evaluation of SGC/WC's progress toward meeting its targets will include analysis of full-time versus part-time status and campus location.

Goals for the Consolidated Campus Completion Plan for the New College and Process for Setting Goals: The South Georgia College/Waycross College Summit Committee, consisting of administrators, faculty, and staff from both institutions, shared with SGC/WC personnel what was learned at the Completion Summit 2012. A one-page CCG prospectus was developed from that experience and from USG webinars on CCG. In April 2012 the Vice Presidents for Academic Affairs at both institutions distributed and discussed the one-page prospectus with faculty and with the SGC/WC Consolidation Working Group Committee on Academic Affairs.

Simultaneously, the New College (for the purpose of the consolidation, SGC/WC refers to what will be the consolidated institution as the "New College" until a name has been approved by the Board of Regents of the University System of Georgia) Transition Team Working Group Subcommittee for the New Mission Statement, which is made up of personnel from SGC and WC, conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of both institutions. The results of the analysis provided input for a mission statement for the consolidated college. The Board of Regents (BOR) of the University System of Georgia (USG) approved the new mission on May 8, 2012.

At a June 7, 2012, SGC/WC Leadership Retreat the SGC/WC committee charged with developing the mission statement and the draft of institutional goals for the New College presented their work to retreat participants. Key mission statement words to drive the development of institutional goals were identified. These key words were then aligned with University System of Georgia strategic goals. The next step in this process involved selecting strategic foci for the New College that were parallel to the USG goals and the Complete College Georgia categories of strategies. This exercise resulted in five strategic foci: Innovative Teaching & Learning, Learning Environment, Access, High-Quality Academic Programs, and Multi-Campus. The first four foci derive from the Complete College Georgia categories for strategies. Next, the participants developed assessable institutional goals for each strategic focus based on the USG Complete College America (CCA) metrics. This review of the USG CCA metrics reinforced what the participants heard during guest speaker Dr. Tim Renik's (Georgia State University Associate Vice Provost) presentation, which took place at the retreat just prior to this strategic planning exercise.

Below is the mission statement for the New College; the bold-faced areas are the terms that participants at the leadership retreat chose as the key words that they used to translate the mission statement into institutional goals.

Mission for the New College

New College, **a state college of the University System of Georgia**, is a **multi-campus**, student-centered institution offering **high-quality associate and select baccalaureate degree programs**. The institution provides **innovative teaching and learning experiences**, a rich array of student activities and athletic programs, **access to unique ecological sites**, and residential options to create a diverse, globally-focused, and **supportive learning environment**.

Table 1 on the following page is a matrix that illustrates the alignment of key words from the New College's mission statement, USG goals, strategic foci & institutional goals for the New College, CCA Metrics, and Annual Targets for the CCA Metrics.

Table 1

**Alignment of Mission Statement Key Words, USG Goals,
Strategic Foci & Institutional Goals, CCA Metrics, & Annual Targets for CCA Metrics**

Key Words from Mission	USG Goals	Strategic Foci & Institutional Goals	CCA Metrics	Annual Targets for CCA Metrics
innovative teaching and learning experiences access to unique ecological sites	Goals One, Three, and Six Excellence in undergraduate education; Research across disciplines; Increase efficiency	Innovative Teaching & Learning 1. Advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.	Increase Efficiencies -graduation rates -retention rates -credit hours at time of completion -course completion ratio	Appendix A
supportive learning environment	Goal Six Increase efficiency	Learning Environment 2. Foster an environment that supports education through the integration and interdependence of living and learning provided by cost-effective college-wide support services.		Appendix A
a state college of the University System of Georgia	Goals Two and Four Enrollment capacity; Increase efficiency	Access 3. Enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.	Increase Numbers -degrees conferred annually -number of students enrolled who are a)first generation, b) Pell eligible, and c) adult learners	Appendix A
high-quality associate and select baccalaureate degree programs access to unique ecological sites	Goal One Excellence in undergraduate education	High-Quality Academic Programs 4. Promote academic excellence by providing high-quality educational programs.	Quality -assessment of SLOs in all core courses & academic degree programs -curriculum review & approval -evaluations of instructors and course content -academic program review -program-review by accrediting bodies -SACSCOC accreditation & reaffirmation	Appendix A
Multi-campus	Goal Six Increase efficiency	Multi-Campus Operation 5. Ensure that the institution is fiscally responsible.		

The New College institutional goals illustrated in Table 1 demonstrate the institution's commitment to increase efficiencies, enhance quality and increase the number of graduates. These goals build on the performance of both institutions to date and take into consideration the particular needs of the

students and the region. The first four institutional goals for the New College will serve as the goals for the consolidated campus completion plan.

Part II: Strategies

Goals one and two of the consolidated campus completion plan for the New College follow, setting the context for increasing efficiencies.

Goal 1: The New College will advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.

Elements of the plan to increase efficiencies through Goal One are restructuring delivery and remediation to shorten time to completion. The first strategy for accomplishing this goal is to increase the number of students who move in one semester through Learning Support into college-level courses in math through continued implementation of the Carnegie Foundation's Quantway initiative. Quantway is a new developmental mathematics course for non-STEM majors.

Secondly, students with minimal academic deficiencies will be diverted from traditional remediation into customized programs integrated into their programs of study. These students will be placed directly into college-level courses and provided Learning Support courses as a co-requisite rather than as a pre-requisite. In line with this strategy, the New College is proposing to pilot instructional changes as part of its consolidated campus completion plan that would deliver Learning Support English, ENGL 099, as a co-requisite to English 1101, Composition I.

In addition, the New College will implement student self-paced instructional modules in certain Learning Support courses. These modules will be available for students with minimal academic deficiencies and allow students to progress through the material at their own pace. Students can complete their course work in their own time frame.

An additional strategy for increasing efficiencies through redelivery of instruction will be to offer supplemental instruction (embedded support) in gateway courses with high DFW rates, as well as early intervention grade monitoring and required academic counseling. Betsy Q. Griffin and Betsy O. Barefoot with the Gardner Institute define courses with DFW rates of 30% or higher as "killers" because these courses "kill" a student's GPA, motivation, academic progress, scholarship eligibility and interest in remaining in college.

To further address high DFW courses, as well as to benefit all courses and instructors, faculty development in teaching/learning best practices, together with course and program learning outcome assessment to achieve continuous teaching/course improvement, will be a priority. Instructors of a high DFW course will be required to offer one lab session for all their sections of the same course after the first or second class but before students complete even one assignment. The purpose is to ensure that students understand what is expected before they attempt the first test. The lab session will be optional for students to attend but required of faculty to offer.

Other strategies for shortening time to degree and restructuring instructional delivery will be to offer more blended courses and academic programs featuring online instruction to complement in-person instruction. More non-traditional students and military students are seeking educational opportunities and expecting alternative modes of curriculum delivery. Students, especially older, non-traditional ones seek course delivery through distance education formats such as online or

videoconferencing that meet the needs of their lifestyle that includes career, family and other responsibilities.

Lastly, a systematic undergraduate research program and the inclusion of the first-year experience program will promote the achievement of Goal One.

Goal Two: The New College will foster an environment that supports education through the integration and interdependence of living and learning provided by college-wide support services.

A strategy to increase efficiencies through Goal Two is to redesign the delivery of higher education to fit more seamlessly into students' lives. The first step in this direction will be to implement an early intervention grade monitoring system. The intervention will take place after the first exam and/or before midterm. Students will be identified during early intervention based on grade reports indicating a D or F in at least one course or a report of a high number of absences from any one class. Academic Support (tutoring) centers on SGC/WC campuses will intervene and work with students to build awareness of their grade status, suggest paths to seeking help, and monitor progress.

The problem of excessive time to degree has a number of causes, including students lacking direction and guidance on what path to take to a credential, leading to excessive courses and unnecessary delay. Through academic advising, advisors will encourage students to enroll in a single, coherent program (e.g., Nursing ASN, RN-BSN or a transfer program) with prescribed sets of courses and a default schedule. Academic advisors will also redirect "General Studies" majors to programs of study during orientation and advising sessions. Additionally, advisors will assist students in aligning math requirements with students' credential goals. For students placed into a learning support math course, advisors will review degree programs with the students and determine the actual math requirements needed in a program the student is interested in and then align remedial requirements accordingly. Academic advising on both campuses will be strengthened, and the Waycross campus will be the site of an "Advising Center" pilot initiative beginning fall 2012.

Goal Three will guide the New College in increasing numbers.

Goal 3: The New College will enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.

The purpose of Goal Three for the New College is to recruit, retain, and graduate an increasing number of students with high educational and career aspirations through a broad variety of degree programs and support services. The New College will actively recruit and provide admission to students who are prepared for higher education (measured by the New College's admission standards). The New College's admission standards will include the new USG Learning Support policies that are being implemented for fall semester 2012. In order to familiarize applicants with the new policy and to assist them with the COMPASS exam, a Learning Support Advocacy Task Force (LSATF) has been formed. This task force is charged with reducing the number of students who would be required to matriculate as "limited admissions" students because of COMPASS placement test scores. The Task Force provides counseling on the nature and importance of the test, clarification of test instructions, test-taking strategies, tutorial software and website material prior to retesting, and test score/placement interpretation and counseling.

Also, the New College will expand dual enrollment and ACCEL programs to increase efficiencies for the consolidated college since 17-19 year olds have the highest rate of student success at SGC/WC. Currently, SGC has one dual enrollment/ACCEL program, and WC has two such programs. Additional K-12 partnerships already include or will include education summits involving K-12, New College, and technical college partnerships; school, business and industry partnerships; collaborative STEM workshops; and information sessions involving middle and high school students and teachers.

A third strategy for enhancing the quality and enriching the composition of the student body at the consolidated college is through the Adult Learning Consortium. This Consortium is enabling the University System of Georgia and its partners to target the two-thirds of adult Georgians who do not hold a college degree. The goal is to galvanize these individuals to change their situation, thereby boosting the state's economic growth. The grant seeks to enforce institutions to produce programs that will target its enrollment efforts with adult learners by using such forces as Prior Learning Assessments (PLA) and military outreach. Waycross College entered into a sub-award agreement for capacity building to hopefully gain full participation with the program beginning spring semester 2013. Throughout this past year, Waycross College staff members have attended Winter and Spring Institutes and Council for Adult and Experiential Learning (CAEL) Training to prepare for the upcoming program.

To further promote Goal Three the consolidated college will hire an ACCEL/VA Specialist. The ACCEL/VA Specialist will serve as the initial contact for secondary educational entities and military agencies wishing to align programs with the institution and act as the liaison for the institution to outside secondary and military constituents.

Additionally, the New College will support Goal Three through workforce development by way of the Bachelor of Science degree in Nursing (RN-BSN program). As a four-year college, South Georgia College started the RN-BSN program during fall semester 2013. This program fosters workforce development because the purpose of it is to provide career mobility for professional nurses in this regional area.

Goal 4: The New College will promote academic excellence by providing high-quality educational programs.

To foster an environment of continuous improvement in student learning the New College will evaluate the effectiveness of its educational programs through the use of active, ongoing, and constructive assessments. The New College will offer the four educational program options listed below.

- The Associate of Arts Degree
- The Associate of Science Degree
- The Associate of Science in Nursing Degree
- The Bachelor of Science in Nursing Degree

The New College administration and faculty, with approval by the Board of Regents of the University System Georgia, will adopt eight General Education student learning outcomes (SLOs) which serve as the foundation for its core curriculum and General Education coursework. The General Education outcomes serve as A.A./A.S. program outcomes. Assessment of the General Education outcomes is measured through performance results in core curriculum courses, course success rates for general Education courses that assess the SLOs, test results from the *California*

Critical Thinking Skills Tests, and the results to questions from the *Community College Survey of Student Engagement*.

The same process developed and implemented to assess the General Education outcomes is utilized to assess the Associate of Science in Nursing (ASN) and the Bachelor of Science in Nursing degree programs. The ASN and the RN-BSN program will follow the evaluation plan established by the National League for Nursing Accrediting Commission (NLNAC).

Part III: Planning and Implementation

The proposed implementation timeline addresses the five categories of strategies: transform remediation, restructure instructional delivery, shorten time to degree, access, and quality. All implementation of the proposed strategies will be completed by spring semester 2014, the end of the two-year timeline for the implementation of the project. For the two-year implementation timeline, see Table 2.

Table 2 **Campus Completion Two-Year Implementation Timeline**

Activity		Fall 2012	Spring 2013	Fall 2013	Spring 2014
Transform Remediation	Quantway (Douglas campus, Waycross campus)	S	S, T	S, PI	S, C
	co-requisites ENGL 099/1101	T	PI	I	C
	Student self-paced instructional modules	T	PI	I	C
Restructure Instructional Delivery	Supplemental instruction in gateway courses with high D/F/W rates	T	PI	I	C
	Blended courses featuring online instruction to complement in-person instruction	I	C	S	S
Shorten Time to Degree	Early intervention grade monitoring	PI	I	C	S
	Academic advising (Douglas campus, Waycross campus)	S, PL	S, T	S, PI	S, I
	SGCO 1000	S	S	S	S
	Undergraduate Research Symposium	I	C	S	S
Access	USG New Learning Support Policy	I	C	C	C
	Work of the Learning Support Advocacy Task Force	S	S	S	S
	Expand Dual enrollment/ACCEL programs	S	S	S	S
	Collaborative STEM workshops in high schools	PL	T	PI	I
	Participate in regional education summit	C	C	C	C
	RN-BSN Program	I	C	S	S

Quality	Build and sustain effective teaching and instructor/course/program assessment tools	S	S	S	S
	Strengthen program and student learning outcome assessment	S	S	S	S
	Provide faculty development opportunities	S	S	S	S

PL=Plan, T=Train Faculty/Staff, PI=Pilot, I=Implement, C=Continue, S=Strengthen Current Practices

Note: South Georgia College and Waycross College are currently undergoing consolidation, a very time-consuming and intensive task that will not be complete until well into the spring semester 2013. The planning and implementation timeline above will be adjusted to a more ambitious accomplishment of completion tasks once the institutional consolidation is complete and an evaluation is made to determine which college completion strategies can be accelerated.

Part IV: Ongoing Feedback/Evaluation

The New College will evaluate its progress using both outcomes for strategies (See Table 3, pages 9-10) and annual targets for the CCA metrics (see Table 1, page 3). Having outcomes for the strategies will allow the college to determine whether sufficient progress is being made in implementation and evaluate program effectiveness. Annual targets for the CCA metrics will provide measures at the institution-level.

The Office of Institutional Effectiveness will track student data for each group of students to assess (1) whether students complete the learning support courses and persist in college-level work, (2) the time it takes for students to accelerate through the learning support sequence and earn a degree, and (3) whether students transfer to a four-year institution.

Finally, the metrics for tracking the success of students once they transfer from SGC/WC will include retention (if they are enrolled at another postsecondary education institution), completion of an associate degree (if they complete 60 credit hours inclusive of Areas A-E), and completion of a bachelor's degree. For the purposes of SGC/WC's tracking of the effectiveness of entry programs, the consolidated college will consider the GPAs of students at transfer institutions.

Table 3

Campus Completion Implementation Assessment Plan

Goals	USG Categories of Strategies	SGC/WC Strategies	*Outcomes
1. Advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.	Transform Remediation	Carnegie Foundation's Quantway Initiative	<p>FA12: Train 1 WC faculty member. Offer 3 sections at SGC.</p> <p>SP13: Offer 1 section at WC. Offer 3 sections at SGC.</p> <p>FA13-SP14: Continue with offering Quantway courses at the New College (NC).</p> <p>Course SLO: Students must be able to do the following:</p> <ul style="list-style-type: none"> • Use arithmetic operations to represent real-world operations (e.g., putting together, comparing, distributing equally) and use real-number arithmetic to solve stated problems. • Use graphical representations on a number line to demonstrate fluency in interpreting interval notation, ordering numbers, representing operations (i.e., addition, subtraction, doubling, halving, averaging), and representing decimal numbers (including negative numbers).
		Co-requisite courses such as Learning Support courses and college-level courses (ENGL 099 & 1101)	<p>FA12: Train 1 faculty member at SGC & WC.</p> <p>SP13: Pilot 1 section at SGC & WC.</p> <p>FA13: Implement 1-3 sections at the NC.</p> <p>SP14: Continue w/ offering sections at the NC.</p>
		Student self-paced instructional modules	<p>FA12: Train 1 faculty member at SGC & WC.</p> <p>SP13: Pilot 1LS course w/ modules at SGC & WC.</p> <p>FA13: Implement 1-3 LS courses w/ modules at the NC.</p> <p>SP14: Continue w/ offering courses at the NC.</p>
	Restructure Instructional Delivery	Supplemental instruction in college-level courses with high D, F, W rates	<p>FA12: Collect data at SGC & WC. Train supplemental instructors (SI).</p> <p>SP13: Pilot SI in 1 college-level course w/ high DFW rate at SGC & WC.</p> <p>FA13: Implement SI in college-level courses w/high DFW courses at the NC.</p> <p>SP14: Continue offering SI in college-level courses w/ high DFW rates at the NC.</p>
		Blended courses featuring online instruction to complement in-person instruction	<p>FA12: Train 1 faculty member at SGC & WC.</p> <p>SP13: Pilot 1 blended course at SGC & WC.</p> <p>FA13: Implement blended courses at the NC.</p> <p>SP14: Continue offering blended courses at the NC.</p>

Goals	USG Categories of Strategies	SGC/WC Strategies	*Outcomes
2. Foster an environment that supports education through the integration and interdependence of living and learning provided by college-wide support services.	Shorten Time to Degree	Early intervention grade monitoring	FA12-SP13: Continue early intervention grade monitoring at SGC & WC. FA13-SP14: Continue early intervention grade monitoring at the NC.
		Academic counseling	FA12-SP13: Continue academic advising enhancement efforts at SGC & WC. FA13-SP14: Continue academic advising enhancement efforts at the NC.
		Implement USG New Learning Support Policy	FA12: Implement USG New LS Policy at SGC & WC. SP13: Continue w/ USG LS Policy at SGC & WC. FA13-SP14: Continue w/ USG LS Policy at the NC.
3. Enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.	Access	Work of the LSATF	<ul style="list-style-type: none"> • To decrease the number of new students needing "Limited Admissions" (LA) status for fall 2012. • The number of students needing "Limited Admissions" status will be less than those allowed by the USG for SGC. • 40% of the students initially classified as "Limited Admissions" status will clear all LS requirements. • 60% of the students initially classified as "LA" status will gain regular admission status w/ no more than 2 LS requirements. FA12: Continue the work of the LSATF at SGC. SP13: Continue the work of the LSATF at SGC and expand the work to WC. FA13-SP14: Continue the work of the LSATF at the NC.
		Strengthen/Develop K-12 Partnerships <ul style="list-style-type: none"> • Dual enrollment • ACCEL programs • Collaborative STEM workshops • Information sessions involving middle and high school students and teachers • Regional Education Summit 	FA12: Implement dual enrollment/ACCEL program at Citizen Christian Academy and in Brantley county. Continue established programs. Establish schedule of STEM workshops and information sessions in middle and high schools in Coffee and Ware counties. Continue involvement in regional Education Summit. SP13-SP14: Continue dual enrollment/ACCEL programs, STEM workshops, information sessions, and involvement in regional Education Summit.
		Build and Sustain Effective Teaching and Instructor/Course/Program Assessment Tools	FA12-SP14: Continue to build and sustain effective teaching and instructor/course/program assessment tools at SGC & WC, then the NC.
4. Promote academic excellence by providing high-quality educational programs.	Quality		

		Strengthen Program and Student Learning Outcome Assessment <ul style="list-style-type: none"> o Faculty Development Opportunities 	FA12-SP14: Continue supporting, promoting, and offering faculty development opportunities to strengthen program and student learning outcomes at SGC & WC, then the NC.
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*Exact number of course sessions and student learning outcomes (SLOs) will be determined when training and piloting are completed.

Appendix A

Table A1: Average Total Hours Earned upon Graduation (AA/AS degree) Full-Time

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	76	76	75	73	71	69	67	66	65
White, non-Hispanic	72	72	71	70	69	68	67	66	65
Pell Grant Recipients	72	73	71	70	69	68	67	66	65
Age 25 and over	78	78	76	74	72	70	68	66	65

Table A2: Average Total Hours Earned Upon Graduation (AA/AS degree) Part-Time

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
*Black, non-Hispanic	>10								
White, non-Hispanic	74	74	72	70	68	66	65	65	65
*Pell Grant Recipients	>10								
Age 25 and over	75	75	73	71	69	67	65	65	65

*Further assistance from the Office of Research and Policy Analysis is needed to set annual targets.

Table A3: Three-Year Graduation Rate Full-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	11%	11%	13%	15%	17%	19%	21%	23%	25%
White, non-Hispanic	22%	22%	24%	26%	28%	30%	32%	34%	36%
Pell Grant Recipients	17%	17%	19%	21%	23%	25%	27%	29%	31%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

Table A4: One-Year Retention Rate Full-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
White, non-Hispanic	61%	61%	63%	65%	67%	69%	71%	73%	75%
Pell Grant Recipients	58%	58%	60%	62%	64%	66%	68%	70%	72%
Age 25 and over	0%	0%	2%	4%	6%	8%	10%	12%	14%

Table A5: One-Year Retention Rate Part-Time

2005 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	0%	0%	2%	4%	6%	8%	10%	12%	14%
White, non-Hispanic	36%	36%	38%	40%	42%	44%	46%	48%	50%
Pell Grant Recipients	40%	40%	42%	44%	46%	48%	50%	52%	54%
Age 25 and over	40%	40%	42%	44%	46%	48%	50%	52%	54%

Table A6: Course Completion

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Full-Time	78%	78%	79%	80%	81%	82%	83%	84%	85%
Part-Time	81%	81%	82%	83%	84%	85%	86%	87%	88%
Transfer	78%	78%	79%	80%	81%	82%	83%	84%	85%

Table A7: Credit Accumulation Part-Time

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	31%	31%	33%	35%	37%	39%	41%	43%	45%
White, non-Hispanic	26%	26%	28%	30%	32%	34%	36%	38%	40%
Pell Grant Recipients	27%	27%	29%	31%	33%	35%	37%	39%	41%
Age 25 and over	31%	31%	33%	35%	37%	39%	36%	38%	40%

Table A8: Credit Accumulation Full-Time

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	18%	18%	20%	22%	24%	26%	28%	30%	32%
White, non-Hispanic	45%	45%	47%	49%	51%	53%	55%	57%	59%
Pell Grant Recipients	26%	26%	28%	30%	32%	34%	36%	38%	40%
Age 25 and over	30%	30%	32%	34%	36%	38%	40%	42%	44%

Table A9: Completion of First Math & English Gateway Courses in Two Academic Years

2007 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	24%	24%	26%	28%	30%	32%	34%	36%	38%
White, non-Hispanic	48%	48%	50%	52%	54%	56%	58%	60%	62%
Pell Grant Recipients	31%	31%	33%	35%	37%	39%	41%	43%	45%
Age 25 and over	17%	17%	19%	21%	23%	25%	27%	29%	31%

Table A10: Degree Production

2008 Student Cohort	Baseline Data	2010 2012	2011 2013	2012 2014	2013 2015	2014 2016	2015 2017	2016 2018	2017 2019
Black, non-Hispanic	48	48	50	52	54	56	58	60	62
White, non-Hispanic	268	268	270	272	274	276	278	280	280
Age 25 and over	152	152	154	156	158	160	162	164	166

(Logo to be determined)

soon to be

South Georgia State College

pending approval by the Southern Association of Colleges and Schools
Commission on Colleges

Strategic Plan

2013 – 2018

Updated 9/26/2012

South Georgia State College

Strategic Plan 2013 - 2018

Table of Contents

1.	Mission and Vision	1
2.	Planning Organization Chart	2
3.	Narrative.....	3
4.	Strategic Planning Cycle	5
5.	Operational Planning Cycle	6
6.	Goals.....	7
7.	Actions Plans.....	8
8.	Budget Linkages	10
9.	Supporting Data	12
10.	Assessment Plan	15

SOUTH GEORGIA STATE COLLEGE

Mission

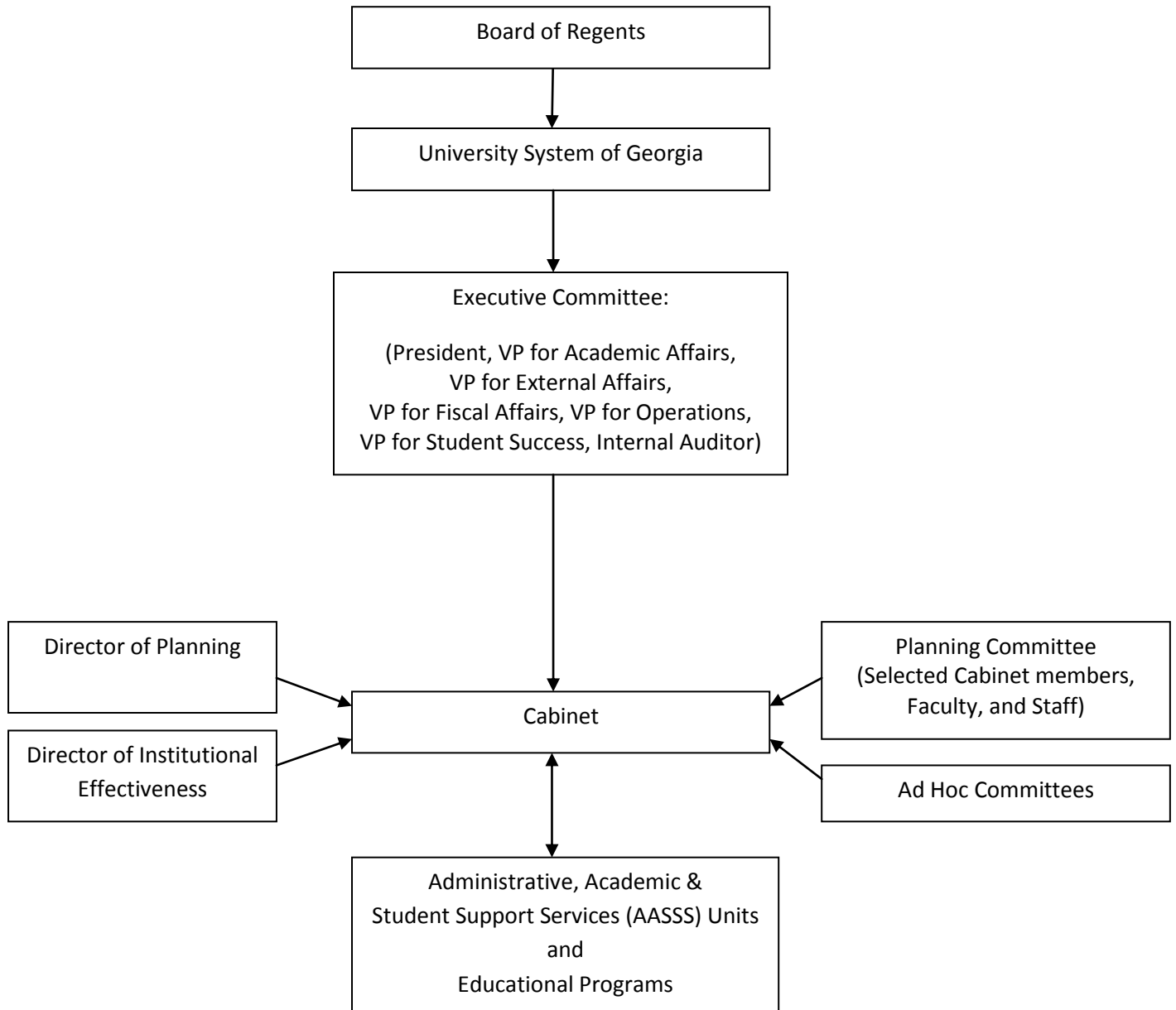
South Georgia State College, a state college of the University System of Georgia, is a multi-campus, student-centered institution offering high-quality associate and select baccalaureate degree programs. The institution provides innovative teaching and learning experiences, a rich array of student activities and athletic programs, access to unique ecological sites, and residential options to create a diverse, globally-focused, and supportive learning environment.

Approved May 8, 2012
Georgia Board of Regents

Vision

South Georgia State College will be a student-centered institution that produces life-long learners well equipped to succeed in a diverse global society.

Planning Organization Chart



Narrative

Planning at South Georgia State College (SGSC) has as a foundation the strategic goals of the Georgia Board of Regents (BOR) and the University System of Georgia (USG) planning directives for presidents. SGSC derives its mission and vision from these elements. They serve as the institution's cornerstone for academic and operational planning and guide decision making at every level. The strategic plan is developed with a five-year planning horizon in mind.

The consolidation of South Georgia College (SGC) with Waycross College (WC) was determined by the BOR on January 10, 2012. The implementation of the consolidation was supported by University System of Georgia staff members from legal affairs, human resources, strategic planning, fiscal office, and academic affairs. The USG Chancellor appointed a Transition Team composed of faculty, staff, students, foundation members, and community leaders from both South Georgia College and Waycross College. Seven joint Working Groups of SGC and WC faculty and staff were organized with one each for administration, academic affairs, fiscal affairs, student services, external affairs, facilities, and information technology. In addition, two subcommittees were formed with one for the consolidation prospectus and template and another for the mission. More than 75 SGC and WC faculty and staff were involved in some way in these groups. A joint SGC and WC leadership retreat of forty persons was held on June 7, 2012, at which goals of the consolidated college were proposed, discussed, and revised. On August 7, 2012, the joint faculty of the two institutions met for curriculum discussions in Waycross, and on August 8, 2012, the joint faculty met in Douglas to continue these discussions. Both faculties approved the consolidated core curriculum and core learning outcomes on August 23, 2012.

The mission of South Georgia College was revised by the BOR on June 7, 2011, to offer limited baccalaureate degrees. The mission of the consolidated institution was approved by the BOR on May 8, 2012. The name of South Georgia State College, pending approval by the Southern Association of Colleges and Schools Commission on Colleges, for the consolidated institution of South Georgia College and Waycross College was approved by the BOR on August 7, 2012.

The planning cycle is coordinated by the Director of Institutional Effectiveness and the Director of Planning. The Planning Committee plays an integral part in carrying out the process.

Institutional priorities and goals are reviewed each August by the President's Cabinet for continued relevance in light of changes during the past year, and revisions are made if deemed necessary.

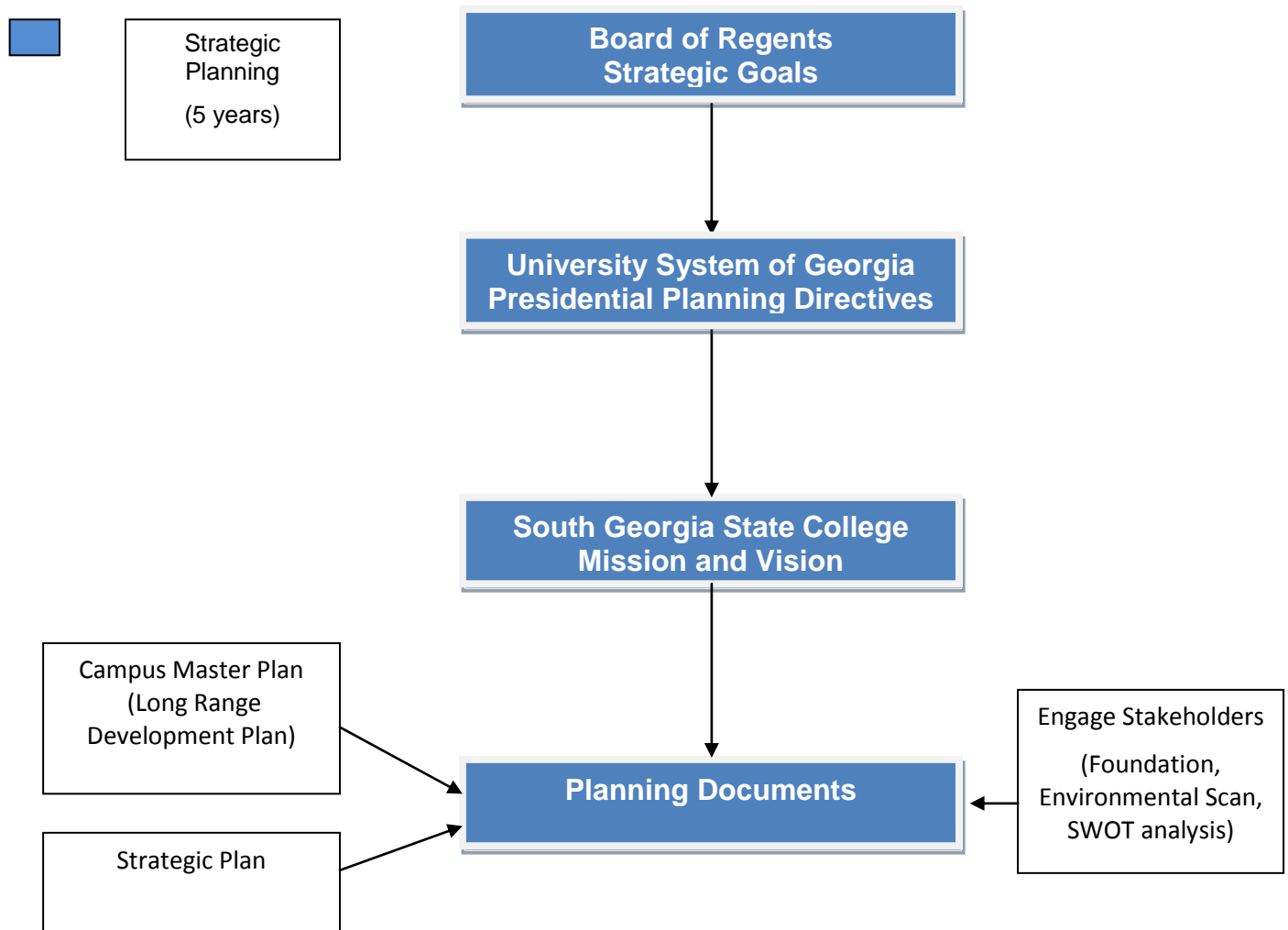
Annually in September, the Planning Committee reviews the institutional effectiveness report for the previous year and analyzes the results toward accomplishing the institutional goals. This representative committee consists of participants from Academic Affairs, Student Success, Enrollment Management, Fiscal Affairs, and Information Technology, as well as the President's Cabinet. The Planning Committee then examines the revised goals from the Cabinet and assigns responsibility for each goal to the appropriate administrative or academic and student support services (AASSS) unit. During the fall, AASSS units develop their assessment plans to support the assigned goals.

In response to developments in the state of Georgia and the University System, ad hoc committees are often created to address specific issues and include broad-based participation in the decision-making process. These committees report to the Cabinet. During 2010 – 2011, such committees included the matriculation committee, the sustainable recruitment committee, the Student Achievement and Retention (StAR) committee, and the committee to ensure approval of the BSN proposal by the Georgia Board of Nursing. In 2011-2012, the Complete College Georgia committee and the student complaints committee were created.

Annually in May, AASSS units submit assessment reports that include their outcomes, action plans, and budget implications. The focus of these reports is continual improvement of instructional quality and institutional effectiveness. The annual budget and institutional effectiveness report are both prepared from this input, and the process is repeated beginning the following summer.

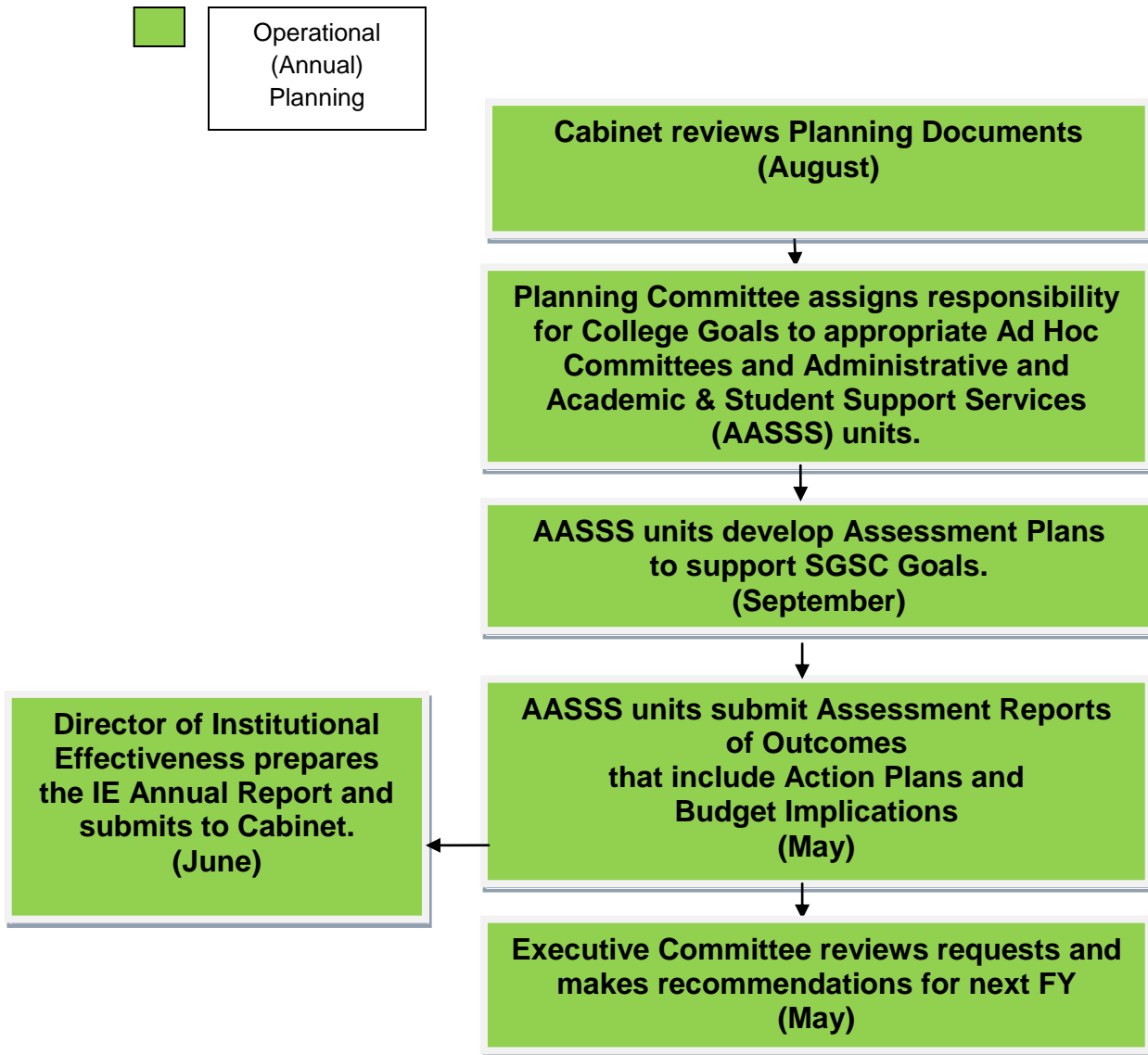
Strategic Planning Cycle *

South Georgia State College



- * The planning process is shared regularly throughout the year with faculty and staff at convocation, faculty assembly meetings, administrative council meetings, and the annual leadership retreat.

Operational Planning Cycle * South Georgia State College



- * The planning process is shared regularly throughout the year with faculty and staff at convocation, faculty assembly meetings, administrative council meetings, and the annual leadership retreat.

South Georgia State College Goals

2013 - 2018

- Goal 1: SGSC will advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.
- Goal 2: SGSC will foster an environment that supports education through the integration and interdependence of living and learning provided by cost-effective college-wide support services.
- Goal 3: SGSC will enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.
- Goal 4: SGSC will promote academic excellence by providing high-quality educational programs.
- Goal 5: SGSC will ensure that the institution is fiscally responsible.

Action Plans

Institutional Goals	Plans and strategies recommended by Planning Committee	Individuals/Offices Responsible
Goal 1: SGSC will advance teaching and learning experiences through the increased use of pedagogical approaches fostering deep learning, student engagement, and application of knowledge to solve real world problems.	Transform remediation through <ul style="list-style-type: none"> a. Carnegie Foundation's Quantway Initiative b. Co-requisite courses such as Learning Support courses and college-level courses (ENGL 099 & 1101) c. Student self-paced instructional modules Restructure instructional delivery through <ul style="list-style-type: none"> d. Supplemental instruction in college-level courses with high D, F, W rates e. Blended courses featuring online instruction to complement in-person instruction 	<ul style="list-style-type: none"> a. Division of Natural Sciences, Math, & PE b. Division of Humanities c. Academic Affairs d. Academic Affairs & Student Success e. School of Nursing & Online Task Force
Goal 2: SGSC will foster an environment that supports education through the integration and interdependence of living and learning provided by cost-effective college-wide support services.	Shorten time to degree by <ul style="list-style-type: none"> a. Early intervention grade monitoring b. Academic advising c. FYEX 1000 d. Undergraduate Research 	<ul style="list-style-type: none"> a. The three academic divisions and the School of Nursing (SoN) b. Advising Committee c. Assistant VPAA d. Undergraduate Research Team
Goal 3: SGSC will enhance the quality and enrich the composition of the student body through recruitment and selection methods as well as dedicated commitment to increase persistence and retention.	Improve access through <ul style="list-style-type: none"> a. New USG Learning Support policies b. Work of the Learning Support Advocacy task Force (LSATF) c. K-12 Partnerships <ul style="list-style-type: none"> • Dual enrollments • Collaborative STEM workshops • Information sessions involving middle/high school students/teachers • Regional Education Summit 	<ul style="list-style-type: none"> a. Office of Admissions & Office of Institutional Effectiveness (IE) & Research b. LSATF c. Academic Affairs, Student Success, Division of Natural Sciences, Math, & PE

<p>Goal 4: SGSC will promote academic excellence by providing high-quality educational programs.</p>	<p>Promote quality through</p> <ul style="list-style-type: none"> a. Effective teaching and instructor, course, program assessment tools b. Program and student learning outcomes assessment 	<ul style="list-style-type: none"> a. Office of IE & Research, the three academic divisions, SoN b. Office of IE & Research, the three academic divisions, and SoN
<p>Goal 5: SGSC will ensure that the institution is fiscally responsible.</p>	<p>Comply with all audits Oversee operations at both campuses and off-campus instructional sites Consider proposals to budget modifications within constraints of fiscal environment</p>	<p>VP for Fiscal Affairs</p>

Budget Linkages

At South Georgia State College (SGSC), the annual budget process provides for proposals that demonstrate and document their relationship to the College's Strategic Plan. All financial decisions are based on the college goals with the intent to protect teaching and learning as the highest priority.

Responsibility for including the college strategic plan action items in the budget rests with the appropriate vice president for that functional area. The senior college administrators are supported by the budget managers across the institution in preparing and submitting reasonable and relevant requests for funding. The role of the Administrative, Academic and Student Support Services (AASSS) unit managers is central to institutional operations and as such the managers receive periodic training on their responsibilities. Managers communicate institutional priorities to faculty and staff in their areas as well as provide to senior leadership the suggestions and feedback from their departments/divisions. Budget preparation begins with input from college functional areas based on assessment outcomes, college goals, and USG information then flows to institutional vice presidents. In addition, the SGSC Administrative Council and the President's Cabinet may make recommendations to the President or Vice Presidents regarding expenditures linked to the strategic plan. The proposed budget undergoes scrutiny and recommendations from the President's Executive Committee and is informed by USG fiscal directives.

The annual budget clearly establishes the fiscal underpinnings necessary to accomplish the college goals, and the college implements the objectives as designed. SGSC engages in strategies to achieve fiscal efficiencies, regardless of whether they are categorized as being due to state funding reversions, enrollment/revenue fluctuations, or other situations. Any necessary

budget revisions are enacted by the Executive Committee after significant discussions with affected college areas but with intentionality toward accomplishing college goals.

Supporting Data

A number of developments during 2012 provide evidence that has informed the South Georgia State College strategic plan for 2013 – 2018.

In January 2012, when the Chancellor of the University System of Georgia (USG) announced the consolidation of eight institutions across the System, the following guiding principles for such consolidation were presented by the USG staff to the Georgia Board of Regents:

1. Increase opportunities to raise education attainment levels.
2. Improve accessibility, regional identity, and compatibility.
3. Avoid duplication of academic programs while optimizing access to instruction.
4. Create significant potential for economies of scale and scope.
5. Enhance regional economic development.
6. Streamline administrative services while maintaining or improving service level and quality.

In addition, the following opportunities and challenge were identified for the South Georgia College/Waycross College (SGC/WC) consolidation:

Opportunities:

- Creates an institution of over 3,000 students by combining the two smallest USG institutions, enabling economies of scale while maintaining college access for South Georgia students.
- Aligns two institutions with very similar missions and program offerings in the region.
- Increases opportunities to hire for key needs. Through economies of scale, there is the capacity for needed higher education enterprise professionals with appropriate expertise and experience levels.
- Builds on existing collaboration between the two institutions.
- Combines resources to enhance responsiveness to regional economic and community development needs.
- SGC is already the 2nd most popular transfer destination for Waycross – being part of same institution streamlines this process for students. Availability of SGC residential facilities will further support future student needs.

Challenge:

- Blending of institutional cultures.

The information was used by the USG to determine that a consolidation was timely.

In February 2012, lead president, Dr. Virginia Carson, charged the SGC/WC Transition Team with assisting the two colleges in creating a consolidated institution serving southeast Georgia (and beyond). The advisory committee agreed to address the following high-level consolidation issues in subsequent meetings. The goals and objectives for the Transition Team are:

- Consider students first
- Keep enrollment stable
- Protect instruction
- Preserve employment to extent possible
- Keep the college moving forward and follow the strategic plan

In March 2012, an analysis of the Strengths, Weaknesses, Opportunities, and Threats that face SGSC was compiled. Responses were gathered from 82 faculty and staff at both institutions. The results were used in developing the new mission and the strategic plan.

With leverage from the Governor, the USG required all institutions to prepare plans to improve graduation rates. In July 2012, South Georgia College and Waycross College presented a joint Complete College Georgia plan. The following excerpt from the SGC/WC joint campus completion plan drives the 2013-2018 action plan for the consolidated institution. (See page 8.)

“Key Findings from Data Sources: The merged Complete College America data for South Georgia College (SGC) and Waycross College (WC) shows that during the 2008-2009 academic year 46% of students were eligible for the federal Pell grant, 35% were members of minority groups, and 28% were age 25 and over. The data set also identifies patterns of student success while also revealing gaps in performance and data collection. “Traditional” 17-19 year old students demonstrate the greatest success in outcome and progress metrics. On the other hand, cohorts of the underserved populations of Black non-Hispanic students and non-traditional students are less successful in outcome and progress metrics. Significantly, available data also demonstrate that retention, course completion, time to degree, and graduation rates are adversely affected by student placement and performance in learning support courses. By studying gaps among subgroups and points in the education continuum where students fail, SGC/WC will focus efforts on strategies in a consolidated campus completion plan that will increase efficiencies, enhance quality, and grow numbers of graduates.”

In addition, data from these recurring assessment activities are used to inform planning for the institution's future:

- Enrollment rates
- Retention Rates
- Transfer Rates
- Graduation rates
- Degrees conferred
- IPEDS
- CCSSE
- Occupancy Rates for classrooms and residence halls
- Percentage of credit hours generated by full-time faculty
- Incoming Freshman Survey
- Faculty/Staff Satisfaction Survey
- SGSC Feasibility Study
- Data from diversity initiatives and from the Office of Student Conduct

According to the strategic plan, SGSC implements the operational planning cycle described on page six, involving all Administrative and Academic and Student Support Services units.

Assessment Plan

Administrative and Academic and Student Support Services (AASSS) Units

All AASSS units have:

- a clearly defined mission so that outcomes are formulated which support the mission and goals of the College
- an organizational structure so that strategies for achieving the outcomes can be implemented
- and established procedures so that evaluation can occur and the results can be used to improve performance.

For each outcome, an evaluation process that measures the degree to which the institution is attaining its effectiveness and accountability is developed. Every established outcome is illustrated by the following format:

- Relation to the University System of Georgia and SGSC goals;
- Expected achievement targets and results;
- Measures of Assessment;
- Evaluation and use of assessment findings;
- Action plans for continuous improvement;
- Budget implications.

Each AASSS unit creates a unit assessment plan and submits a unit assessment report to the Office of Institutional Effectiveness in accordance with the annual Planning Cycle.

The Director of Institutional Effectiveness convenes meetings with all AASSS unit managers to review and evaluate the assessment reports. After finalization, the Director of Institutional Effectiveness presents the SGSC Institutional Effectiveness Report to the President's Cabinet.

Student Learning Outcomes

The process of identifying student learning outcomes (SLOs) and assessing the extent to which those outcomes are achieved in SGSC's general educational program begins with the USG guidelines and the mission of the institution. With that mission in mind, the program mission statement for the general education program is also formulated. From this overall mission statement, general education goals are created. These goals represent what the student is expected to have learned at the completion of his or her requirements for general education.

From each general education goal, student learning outcomes are formulated, along with the achievement targets and measures of assessment for each. At the end of an assessment cycle (the end of each academic year), assessment results are collected for each SLO and action plans are derived from assessment results. The general education mission statement, goals, student learning outcomes, achievement targets, measures of assessment, assessment results, and action plans are produced by the faculty members who make up the general education teams. Every full-time faculty member is assigned to one of eight general education teams that address general education goals.

All of the information provided by faculty is compiled into an assessment report; this report is completed by the facilitator of the general education team for each assessment cycle. These reports include: relation to the USG goals and the College's institutional goals, the general education mission statement, the general education goals, student learning outcomes, achievement targets; measures of assessment; assessment results; and action plans. The information provided from the assessment reports is compiled into a General Education Annual Report.

In addition to the internal assessments made by the faculty, external assessments of student learning are also included in the General Education Annual Report. SGSC completes an external assessment of the extent to which its students attain the student learning outcomes of the general education program via the *ETS Proficiency Profile*, the *Community College Survey of Student Engagement* (CCSSE), and the *California Critical Thinking Skills Tests* (CCTST).

CCSSE is administered every other spring semester to alternate with administration of the ETS Proficiency Profile Test. The CCTST is administered during a student's freshman year and again toward his or her time of graduation.