

COMMISSION ON COLLEGES  
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS



APPLICATION FOR A MEMBER INSTITUTION  
SEEKING ACCREDITATION  
AT A MORE ADVANCED DEGREE LEVEL

<b>Name of Institution:</b> College of Coastal Georgia	
<b>Location:</b> 3700 Altama Avenue, Brunswick, GA 31520-3644	
<b>Name and Title of Individual Completing the Application:</b> Valerie A. Hepburn, PhD Interim President	<b>Telephone:</b> 912.279.5705
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	<b>Fax Number:</b> 912.262.3282
<b>Date Submitted:</b> 24 September 2008	

**SUBMIT FOUR COPIES OF THIS COMPLETED FORM TO:**

*Dr. Belle S. Wheelan, President  
Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, Georgia 30033-4097  
(404) 679-4500*

## PART A

### DESCRIPTION OF THE PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL

**NAME OF NEW DEGREE PROGRAMS.** Please be specific (e.g., Bachelor of Arts degree in English).

- Bachelor of Science in Early Childhood Education (CIP 13.1202)
- Bachelor of Science in Middle Grades Education (CIP 13.1203)
- Bachelor of Science in Nursing (CIP 51.1601)
- Bachelor of Business Administration with a major in General Business (CIP 52.0201)

#### GENERAL INSTITUTIONAL INFORMATION

Name of agency that has legally authorized the institution to provide the new degree program:

**Board of Regents of the University System of Georgia**

Date institution plans to enroll first students at the new degree level: August 2009

Date institution projects it will graduate the first regular class at the new degree level: May 2011

#### Current Enrollment

a. Total Full-Time Undergraduate Enrollment (carrying a load of 12 or more credit hours)	1063
Total Full-Time Post-Baccalaureate Enrollment (Carrying a load of 9 or more credit hours)	0
b. Total Part-Time Undergraduate Enrollment (carrying fewer than 12 credit hours)	1777
Total Part-Time Post-Baccalaureate Enrollment (carrying fewer than 9 credit hours)	0
c. Total Non-Credit Enrollment	885
d. Total of all figures reported in a-c above.	3725

<u>Proposed Degree</u>	<b>Projected Enrollment</b>		
	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
<b>BSEd (ECE/SE and MGEEd)</b>	<b>40</b>	<b>50</b>	<b>60</b>
<b>BBA</b>	<b>35</b>	<b>70</b>	<b>105</b>
<b>BSN</b>	<b>30</b>	<b>50</b>	<b>85</b>
<b>Total</b>	<b>105</b>	<b>170</b>	<b>250</b>

### **Type of Control**

Public Postsecondary: State of Georgia, University System of Georgia

### **Ownership of branches and other institutions:**

The Camden Center at the Lakes, located in Camden County on 75 acres near Interstate 95, has approximately 101,793 square feet of space and provides instruction and support for the transfer programs of the University System of Georgia as well as the programs offered through the Technical College System of Georgia. This branch is approved by SACS/COC as a satellite academic location of the College.

### **Current Educational Programs**

Levels of Program Offerings (Check all that apply)

- Less than one year of work beyond grade 12
- At least one but less than two years of work beyond grade 12
- Associate degree-granting program of at least two years
- Diploma or certificate programs of at least two but less than four years of work beyond grade 12
- Four or five-year baccalaureate degree-granting program
- First professional degree
- Master's and/or work beyond the first professional degree
- Work beyond the master's level but not at the doctor's level (Specialist in Education)
- A doctor of philosophy or equivalent degree
- Other (Specify)

Attachment 1 provides a list of all agencies which currently accredit the College of Coastal Georgia and its programs and the dates of the most recent reviews.

## **PROPOSED PROGRAMS/COURSES TO BE OFFERED AT A MORE ADVANCED DEGREE LEVEL**

### **Background**

In 2007, the University System of Georgia (USG) commissioned a needs assessment for baccalaureate degree programs in the coastal southeast Georgia area. Dr. David Morgan, a former USG academic officer, conducted the needs assessment, focusing specifically on the College of Coastal Georgia (then named Coastal Georgia Community College) located in Brunswick, Georgia. The needs assessment was presented to the governing board of the USG, the Board of Regents, at its strategic planning retreat in early January 2008. The needs assessment report confirmed similar studies going back to 1982, indicating that coastal southeast Georgia is geographically under-served with respect to baccalaureate degree programs. A geographic analysis indicated that selected baccalaureate programs in the coastal Georgia area would increase access in most of the underserved area.

Beyond geographic distance and drive time, projected population and employment growth in the region make the need for access to baccalaureate degree programs more acute. Along with the Georgia mountain region, coastal Georgia is experiencing the highest population growth rate outside metropolitan Atlanta. Since the 2000 census alone, the population in Glynn County (the site of the main campus) has grown by 11%.

The report also noted instructive experiences at institutions located in coastal areas of three contiguous states. Coastal Carolina University in South Carolina, The University of North Carolina in Wilmington, and the University of West Florida have demonstrated that institutions in coastal areas can attract students from across the state. The report concluded that the University System of Georgia has an opportunity in the coastal southeast Georgia area to reshape an institution to meet local and statewide student demand.

In response to these findings, faculty and administration undertook a review of the college's mission. Further studies of the area's population growth patterns and pertinent economic trends confirmed the conclusions of the Morgan Report and revealed the need for offering targeted baccalaureate programs of study. The existing mission statement was revised, adding this new facet to the College's existing fourfold mission of offering pre-baccalaureate programs of study for transfer, preparation for immediate employment in a variety of technical program areas, assistance to academically underprepared students, and lifelong learning opportunities for workforce development, career enhancement, and personal enrichment. The revised mission statement was approved by the college's Institutional Planning and Assessment Committee and Academic Council on May 13, 2008, and was unanimously approved by the faculty on May 27, 2008. The Board of Regents approved the mission change on June 11, 2008, and authorized the College of Coastal to offer four baccalaureate degrees:

- Bachelor of Science in Education with a major in Early Childhood Education
- Bachelor of Science in Education with a major in Middle Grades Education
- Bachelor of Business Administration with a major in General Business.

- Bachelor of Science in Nursing

## **Rationale for New Programs and Assessment of Need**

**Lack of Educational Opportunity:** The College of Coastal Georgia (CCG) lies at the economic center of a twelve-county area in southeast Georgia, as shown in Attachment 2, *College Degree Access for Coastal Southeast Georgia*. The counties wholly or partially included in this underserved area are Appling, Bacon, Brantley, Camden, Charlton, Coffee, Glynn, Jeff Davis, Pierce, Wayne, and Ware. This area encompasses eight counties presently unserved by a state-assisted, four-year college within a 60 mile range, but which lie within that distance from Brunswick. Another three of these eleven Southeast Georgia counties are situated further than 60 miles from main campus of the College of Coastal Georgia in Brunswick, but are also underserved in terms of post-secondary education by this criterion. The twelfth county, McIntosh, is within 60 miles of another four-year, state-assisted school, but is closer to Brunswick (See Attachment 3, USG Institutional Map).

Brunswick is the county seat of Glynn County, which is the core county of the Brunswick Georgia Metropolitan Statistical Area (MSA) as designated by University of Georgia's Selig Center for Economic Growth. The MSA, which also includes Brantley and McIntosh Counties, is the only one of the 15 MSAs in Georgia without a state-assisted four-year baccalaureate degree granting institution within its borders. The state has sought to address this deficiency since 1986 using a consortium of Armstrong Atlantic State University and Georgia Southern University to offer selected baccalaureate degree programs in Brunswick, primarily education degrees. However, the experience and success of that relationship has been challenging largely because of distance and resource demand concerns.

Considerable evidence is provided herein that the demand for graduates holding baccalaureate degrees will increase significantly in the next two decades. The Selig Center reported in its first quarter 2006 report of Georgia Business and Economic Conditions<sup>1</sup> that the area had experienced at least a 13 percent population increase in the prior decade. Estimates from the Georgia Tech Center for Quality Growth and Regional Development suggest this growth will continue. Projections for the twelve-county area of Southeast Georgia show that the population will rise from an estimated 327,185 in 2005 to 431,307 by 2030, a 32 percent increase.

Continuous economic development and quality of life improvements for southeast Georgia need to accompany this projected population growth. The educational attainment of residents of the twelve county area are well below those elsewhere in the state and nationally. No county in the twelve-county region has a percentage of residents with a bachelor's or higher degree greater than Glynn County's 16.0 percent, which is still far below the Georgia state average of 24.3

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<sup>1</sup> Selig Center for Economic Growth, *Georgia Business and Economic Conditions*. "First Quarter 2006." [www.selig.uga.edu](http://www.selig.uga.edu).

percent. Five counties in the region have only a single-digit percentage of their residents at this educational level, and two other counties barely clear that low hurdle at 10.1 percent, according to the most recent data from the Georgia County Guide <sup>2</sup>. As the area population increases, the absolute number of residents without four-year degrees also rises even if the percentages remain steady. If this condition persists, an even larger number of residents will be in disadvantaged positions for jobs and personal achievement in the 21<sup>st</sup> Century economy. The result is that southeast Georgia's high-school graduates will be required to physically move out of the region to attend a four-year institution.

**Economic Development:** The southeast Georgia coastal area remains one of the more desirable areas for economic development in the eastern United States. The combination of a favorable business climate, transportation connections by land, sea, and air, and desirable lifestyle opportunities are making this region very attractive for both new business investment and for individual retirement and vacation home locations. The latter, in turn, are important drivers of the demand for health care, another industry where growing demand can bring increased, high-income job opportunities to the region.

Such economic development, however, will require an educated workforce of larger proportion. Georgia's coast competes with other southeastern states' coastal areas for many of the same inflows of economic investments, which range from goods transportation associated with increasing global trade to favorable retirement and recreation choices. Many business and economic opportunities associated with such growth will require employees with bachelor's level or higher degrees from accredited institutions. The ability of Southeast Georgia to develop a strong educational foundation will be critical to attracting economic development prospects. This includes a higher percentage with bachelors-or-higher degrees competitive with that found in other coastal regions with which it competes for inward capital flows. Currently, such a level of higher-education attainment is a critical component missing from Southeast Georgia's economic attractiveness package. Moreover, the community needs access to the high-quality, affordable educational opportunities provided by a state college.

Being able to support local residents with the educational opportunities needed to attract and retain industries such as those mentioned above will impact all of Georgia. Imports through the Port of Brunswick create jobs throughout the state as goods are transported into the interior of the United States and up the east coast. Retirement relocations by out-of-state residents bring in economic flows from both public and private retirement programs, which are then spent in the state by those who have re-located here. This creates an inward transfer of wealth into Georgia from the states where those retirees' worked. The resulting spending provides the economic stimulus equivalent of a resident with a paycheck, but does not require the creation of a new job to generate the spending.

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<sup>2</sup> *The Georgia County Guide, 2007*. College of Family and Consumer Sciences, The University of Georgia. Athens, Georgia.

Similarly, recreation choices contribute to the retention of dollars earned in Georgia which generate further tax revenues and economic development. In addition, out-of-state residents who visit the Golden Isles, rather than choosing coastal vacation areas in other states, represent capital inflows and revenue gains for the state. The opportunity cost of an insufficiently educated work force, will represent a significant actual loss to the entire state.

The education models for teacher preparation and nursing rely heavily on practice experiences (e.g., student teaching or clinical rotations). Such practice experiences also create a recruitment pipeline for the organizations providing training sites. As such, when young people from the 12-county Coastal Georgia area must go elsewhere in the state to secure their education, and additionally, to engage in their applied training experiences, it is not surprising that few return to the community. The training-employment link in health and education is simply too strong. For the BBA education which includes an internship, a similar training-employment link results. Thus, these types of academic programs must be placed close to the workforce and educational “demand” the programs are seeking to meet.

**Population Growth:** Table 1 details the current and projected population of the southeast coastal region of Georgia. The figures show that the overall population stands at nearly a third of a million and will grow by approximately 32 percent over the next several decades.

**Table 1**

**Projected Population Growth in the College of Coastal Georgia Service Area, 2000-2030<sup>3</sup>**

<b>County</b>	<b>2000</b>	<b>2005</b>	<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>2030</b>
Appling	17421	17954	18724	19394	20087	20807	21551
Bacon	10129	10379	10263	10321	10379	10438	10497
Brantley	14629	16111	17596	19076	20557	22039	23632
Camden	43664	51558	58251	62257	65453	68382	70997
Charlton	10289	11036	11814	12615	13434	14288	15165
Coffee	37413	39674	42743	45358	48133	51077	54203
Glynn	67568	75084	81368	87118	92121	96581	100483
Jeff Davis	12684	13083	13574	14035	14512	15004	15514
McIntosh	10847	12689	14262	15751	16939	17918	18626

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<sup>3</sup> Sources: Georgia Tech Center for Quality Growth and Regional Development: Georgia 2015 Population Projections; Office of Planning and Budget: Georgia Statistics, UGA.

Pierce	15714	17119	17961	19291	20255	21268	22331
Ware	35459	34492	36408	36504	37599	38727	39889
Wayne	26617	28006	29857	31830	33934	36177	38419
Region	302434	327185	352821	373550	393403	412706	431307

In its 2007 report, the USG’s Task Force on Health Professions Education<sup>4</sup> projected that among the state’s service delivery regions located in the middle and southern parts of the state, only the Macon area and the coastal area would have populations of at least 750,000 in the year 2015. In other words, for the area of Georgia south of the fall line, which represents close to two-thirds of the land mass of the state, coastal Georgia will have the greatest population.

Beyond these three overarching drivers of educational demand (educational opportunity, economic development and population growth), each of the four newly proposed degree offerings have been selected based on targeted assessment of need. Each is discussed specifically in the following pages.

**Bachelor of Science in Education with a major in Early Childhood Education/Special Education and Bachelor of Science in Education with a major in Middle Grades Education**

**Shortage of Teachers:** The Board of Regents’ Office for P-16 and School Collaboration reports that Georgia’s teacher education programs produced just over 4,000 new teachers in FY 2007. It is projected that to meet 80% of the State’s needs in 2020, Georgia’s teacher education programs will have to produce roughly 24,000 new teachers annual to meet the anticipated needs. Programs in early childhood/special education and middle grades would help to meet projected needs in Georgia as early as Spring 2011.

The Board of Regents Office for P-16 School Collaboration recognized the enormous need for more teachers and especially the need for more teachers from diverse backgrounds. Working collaboratively with the deans of Colleges and Schools of Education at all state institutions with teacher education programs, the P-16 Office originated the Double-Double Initiative, which was adopted by the Board of Regents. The Double-Double Initiative set a goal for doubling the number and diversity of teachers prepared by USG teacher education programs by 2010 noting that in 2004, only 19.8 percent of the new teachers going into the workforce were produced by Colleges and Schools of Education in Georgia. Part of the Regents’ plan to double the number and diversity of teachers was to approve more teacher education programs as well as increase the number of collaborative relationships between four-year and two-year colleges. Programs in early childhood/special education and middle grades education align with these goals.

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<sup>4</sup> University System of Georgia, “Task Force on Health Professions Education Final Report.” [http://www.usg.edu/pubs/hptaskforce\\_rpt0606.pdf](http://www.usg.edu/pubs/hptaskforce_rpt0606.pdf)

In Georgia, the Professional Standards Commission reports that annual attrition rates of teachers who leave their positions have ranged from 8.1 percent in 1996 to 9.1 percent in 2006. When factoring age and years taught, significantly higher percentages of teachers leave the teaching field just after one year of teaching. For example, roughly 11 percent of teachers of age 30 or less leave after their first year of employment as compared to only 5 percent for teachers of age 41-50. With regard to teaching experience, roughly 11 percent of teachers with only one year of experience leave after the first year as compared to roughly 5 percent of teachers with 15-19 years of teaching experience. It also should be noted that 15 percent of the current teaching workforce in Georgia is over the age of 55. This means that more than 17,000 teachers are within the age of retirement throughout the state. The highest percentages, 15-24 percent, are found in Glynn, Camden, and Charlton Counties. Thus, the need for teacher production in this service area to deal with just attrition due to retirement is paramount.

The Board of Regents' Office for P-16 and School Collaboration also reports that there are roughly 13,056 teachers not fully certified teaching children in grades K-12. This represents a staggering 11.1 percent of the total number of teachers teaching full time in Georgia. In the Coastal Georgia service region, roughly 5-10 percent of the teaching workforce is not fully certified. The highest percentages are in Liberty, Long, McIntosh, and Glynn Counties. With specific regard to early childhood and middle grades teachers, 6.1 percent (2,672) and 10 percent (1,599) of teachers in the workforce are not fully certified statewide. Thus, the need for more fully certified teachers in Georgia as well as the Coastal Georgia region supports the College's mission to prepare early childhood/special education and middle school teachers.

The Professional Standards Commission also reports that in FY2007, the top two subject areas for which non-renewable certificates were issued were special education (34.3%) and elementary education (22.1%). The fact that over 55% of the non-renewable certificates were given in these areas is strong evidence supporting this proposal for an early childhood/special education program.

**Regional Needs:** With regard to commuting to other institutions for a degree in early childhood/special education, neither Armstrong Atlantic State University, Georgia Southern University, nor Valdosta State University offer a dual program in early childhood/special education. Both institutions offer either an early childhood education or a special education degree. Based on a savings of 120 miles per day for three to five days a week for 15 weeks (20 miles/gal. fuel economy; \$3.75/gal.), students could save from \$350 to \$850 each semester in gas costs alone. With regard to tuition savings, completion of a degree at the College of Coastal Georgia would save students roughly \$7,000 in comparison to AASU and over \$10,000 in comparison to Georgia Southern University and Valdosta State University.

With regard to commuting to other institutions that offer a degree in middle grades education, based on a savings of 120 miles per day for three to five days a week for 15 weeks (20 miles/gal. fuel economy; \$3.75/gal.), students could save from \$350 to \$850 each semester in gas costs alone. With regard to tuition savings, completion of a degree at the College of Coastal Georgia would save students roughly \$7,000 in comparison to AASU and over \$10,000 in comparison to Georgia Southern University and Valdosta State University.

**Local and Regional Support:** Meetings with the First District Regional Education Services Administration (RESA) meetings, individual meetings with superintendents and human resource directors, and contacts made with influential members of the community have revealed strong support and interest in the College of Coastal Georgia's proposals for degrees in education. CCGA's degree focus reflects state needs, especially in rural southern Georgia. The attention to a dual certification program in early childhood and special education will serve all districts in the immediate Coastal region and the emphasis on preparing our graduates to acquire critical conversational Spanish language skills will provide schools with much needed teachers who can better communicate with the influx of Spanish-speaking children and parents.

**Student Demand:** Data collected from a recent survey completed by 819 currently enrolled students (nearly 30% of the student body) at the College of Coastal Georgia revealed that 264 (32.3%) were interested in completing a four-year degree, either at the College or through transfer to another institution. Of these 264 students, 97 (36.7%) were interested in teacher education programs. Student preference for a program in early childhood/special education was 73.7% while preference for a program middle grades education was preferred by 17.2% of the students.

Further analysis of students interested in early childhood/special education (n=71) indicated that 73.2% were most interested in a day program, 19.7% were interested in an evening program, and 7.0% were undecided. When students were asked if they would remain at the College of Coastal Georgia if the early childhood/special education program were offered, 95.1% indicated they were "very likely" or "likely". The top three factors influencing students' decision for choosing a baccalaureate degree were location (61.8%), cost (55.9%), and degrees offered (51.5%). Quality was a strong influence as well (44.1%).

Additional data were collected from students currently enrolled in the early childhood program being offered by Armstrong Atlantic State University on the campus of the College of Coastal Georgia. Based on input and informal surveys from 35 teacher candidates, nine (25.7%) indicated they would have enrolled in a day program had it been offered; 8 (22.8%) indicated they might have enrolled in a day program if it were offered, and 18 (51.4%) indicated they could not complete the program during the day due to having to work jobs that provided benefits for themselves and their families. Of the 35 teacher candidates, 27 (77.1%) were driving from locations outside of Glynn County.

**Additional Reasons That Make the Program Desirable:** The proposed program that follows below is unique from other programs around the state in five ways. First, each semester begins with a Professional Seminar ~ a three-hour workshop delivered on the first day of classes designed to provide teacher candidates with an overview of the semester, the courses to be completed, the connections between courses, the overall course outcomes, dispositional expectations, technology skill development relative to the courses, and connection with the conceptual framework as candidates develop their knowledge, skills, and dispositions. At the end of the semester, informal and formal assessments will be administered to examine progress with regard to global assessment of their professional development as teacher candidates.

Second, similar to other regions of the State, Brunswick and coastal Georgia have experienced a significant influx of children and families for which Spanish is the first language. In addition, Brunswick is also home to the Federal Law Enforcement Training Center (FLETC). FLETC is well known for its training program in critical language acquisition. It is this methodology that teacher candidates will be exposed to as they acquire critical Spanish language skills during the completion of their professional education course work.

Third, life long learning is a necessary disposition for all teachers throughout their career. As a precursor to continuous professional development, teacher candidates will be required to complete a minimum of five Noon Seminars during the course of their last three semesters prior to completing their Capstone Integrative Professional Internship. After each Noon Seminar, teacher candidates must complete an online module and assessment to fulfill the requirements for professional development credit. Noon Seminar topics are based primarily on input from public school principals and veteran teachers. Seminar delivery and module development will be a collaborative effort with partner schools.

Fourth, for each of the of the practicum experiences, faculty teaching the courses in that particular sequence of courses will have collaborated on the performance-based learning outcomes and artifacts that will be required of teacher candidates during their field experience prior to the semester so as to maximize their experiential learning in real world settings.

Fifth, overall unit and program assessment will be centered in the new “Class keys” teacher evaluation system currently being piloted by the Georgia Department of Education’s (GaDOE) Office of Education Support and Improvement. By working collaboratively with the new GaDOE evaluation system, CCGA graduates will have first hand knowledge and experience with the evaluation system used to evaluate their effectiveness and annual progress when they enter the classroom as beginning teachers.

### **Bachelor of Business Administration with a major in General Business.**

According to the National Association of Colleges and Employers (NACE) publication *Job Outlook 2008*, a baccalaureate degree in Business Administration/Management is one of the five degrees most in demand. As the coastal area’s population increases and its economy grows, employers will seek business administration graduates for positions in manufacturing, retailing, construction, financial institutions, internet marketing, government, and a host of other fields.

**Workforce Composition:** In considering the demand for higher education in various fields, workforce composition is even more important than population growth. Focusing on the College of Coastal Georgia’s twelve county service area, growth in jobs overall has been moderate, with an increase of 12.8 percent in total jobs in the 10 years between 1996 and 2006. Employment composition, however, is as important as the number of jobs in determining the need for higher education. Between 1996 and 2006, nearly 7,000 manufacturing jobs –one third of all manufacturing jobs –were lost in these twelve counties, while over 14,000 jobs were added in other areas. Particularly noteworthy are the areas of Education and Health Services and Leisure and Hospitality, where the total number of jobs grew by 57.9 and 30.8 percent,

respectively, in the same 10-year period. The number of jobs in education and health services grew by over 8,000, and by more than 3,500 in the leisure and hospitality industry.

**Need for Business Graduates:** According to the 2006-2007 US Department of Labor's *Bureau of Labor Statistics Occupational Outlook Handbook*, employment of property, real estate, and community association managers is projected to increase by 15 percent during the 2006–2016 decade, faster than the average for all occupations. Job growth among onsite property managers in commercial real estate is expected to accompany the projected expansion of the real estate and rental/leasing industry. An increase in the Nation's supply of apartments, houses, and offices will necessitate more property managers. Developments of new homes are increasingly being organized with community or homeowner associations that provide community services and oversee jointly owned common areas requiring professional management. To help properties become more profitable or to enhance the resale values of homes, more commercial and residential property owners are expected to place their investments in the hands of professional managers. The *Occupational Outlook Handbook* predicts that opportunities should be best for jobseekers with a college degree in business administration, real estate, or a related field.

**Local and Regional Need:** A recent survey indicates strong support for the addition of a Bachelor of Business Administration degree program at the College of Coastal Georgia among businesses in its service area. Virtually all of the businesses responding to the survey (n=216), 99.5 percent, indicated that the offering of a Bachelor of Business Administration by the College of Coastal Georgia would benefit their business, the community or both. Seventy-seven percent of these businesses hire individuals with business degrees, such as a Bachelor of Business Administration or Master of Business Administration, and 82.3 percent indicate that they would prefer to hire such individuals. The fact that 64.2 percent of businesses responded that the recruitment of bachelor's prepared candidates locally is difficult provides a strong indication of the need for more highly educated members of the workforce. Additionally, 35.4 percent of businesses indicated that their inability to hire employees with baccalaureate degrees in business hindered operations.

**Student Need:** Another indicator of the need and desire for a baccalaureate degree program in business is the number of students from the twelve county service area who have attended other University System of Georgia institutions to earn their Bachelor of Business Administration degree. Between 2003 and 2007, graduates who resided in this service area and earned Bachelor of Business Administration (BBA) degrees at other USG institutions numbered 195. Through their academic program activities, many of these students develop relationships with employers in these other communities, and never return home.

A 2008 survey of students pursuing an associate's degree in business at CCGA revealed very high support for the addition of a Bachelor of Business Administration degree program. When asked, "If the College of Coastal Georgia offered a Bachelor of Business Administration (BBA) degree, how likely would you be to remain at the College of Coastal Georgia for the degree?", of those responding (n=87), 82.6% indicated they would be likely or very likely to remain at the College to earn Bachelor of Business Administration. Additional evidence of the need for a

Bachelor of Business Administration degree program at the College can be found in the responses of business students related to the factors that would affect their choice of a college to earn a baccalaureate degree in business. When asked, “What are the factors you will consider when choosing a college for a baccalaureate degree?” nearly 70 percent of respondents indicated location as a factor. (Table 2)

**Table 2**

**Factors Affecting College Choice for Baccalaureate Degree Program**

<b>Answer Options</b>	<b>Percent</b>	<b>Count</b>
Degree Programs Offered	70.1%	61
Location	67.8%	59
Cost	54.0%	47
Access to Higher Education Opportunities	27.6%	24
Quality	25.3%	22

Given that the other two top responses were “Degree Programs Offered” and “Cost,” coupled with the fact that 83.1 percent of these same students indicated a high likelihood of remaining at the College to earn the Bachelor of Business Administration, it is evident that the Bachelor of Business Administration would be a first choice for business students enrolled at the College.

**Bachelor of Science in Nursing (BSN)**

**National Trends:** The current shortage of registered nurses in the United States has been well documented, and more than 100,000 nursing jobs are vacant. The nonprofit Joint Commission on Accreditation of Healthcare Organizations<sup>5</sup> projects the vacant positions will grow to 275,000 to 300,000 – by the time the oldest baby boomers reach retirement age. Linda Aiken, Director of the Center for Health Outcomes and Policy Research at the University of Pennsylvania, confirms these figures, projecting further that this looming gap of 272,000 nurses in 2010 will become 800,000 by 2020.<sup>6</sup> A recent study published in the *Journal of the American Medical Association* estimates that by 2020 the number of nurses will fall nearly 20 percent below

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<sup>5</sup> “Health Care at the Crossroads: Strategies for Addressing the Evolving Nursing Crisis,” Joint Commission on Accreditation of Healthcare Organizations. <http://www.jointcommission.org>

<sup>6</sup> Spotswood, Stephen. “Health Care Worker Shortage a Global Phenomenon.” *US Medicine*. March 2006. <http://www.usmedicine.com/article.cfm?articleID=1280&issueID=85>

national requirements.<sup>7</sup> Numbering nearly 2.7 million, registered nurses are the largest single group of health care professionals in America. Registered nurses literally underpin the nation's health care delivery system. If no action is taken, this growing nurse workforce crisis will place unprecedented strains on the U.S. health care system.

Vacancy rates in hospitals, nursing homes and public sector programs are already ranging between 10 percent and 20 percent. More disturbing is the outlook for the future. The demand for health care services and the clinical sophistication required in health care are increasing while the supply of professionals is decreasing. These vacancy rates are compounded by an aging nursing workforce and high turnover rates.

**Georgia Shortage:** While the demand for health care professionals nationally is at 30%, in Georgia, the need is even greater. Georgia is at the forefront of the national struggle to balance the supply and demand of the health professions workforce. Forecasts show the demand for health care professionals is a staggering 37% over the next 10 years (National Clearinghouse, 2005).<sup>8</sup> Nowhere will the shortages be more strongly felt than in the field of nursing.

The Bureau of Labor Statistics 2004 projects that registered nurses (RNs) constitute the largest healthcare occupation, with 2.3 million jobs and more new jobs to be created than for any other occupation. Employment growth is expected to account for about 3.5 million new wage and salary jobs—16 percent of all wage and salary jobs added to the economy through 2012. Projected rates of employment growth for the various segments of the industry include 12.8 percent in hospitals, the largest and slowest-growing industry segment, and 55.8 percent in the much smaller home healthcare services (BLS, 2004).<sup>9</sup>

Georgia ranks as the 6th fastest growing state with an average of 150,000 in population added each year (U.S. Census, 2000). In Georgia, the current and projected nursing shortage is acute. In the 2004 Health Resources and Services Administration (HRSA) report, Georgia ranked 42nd in the ratio of RNs per 100,000 population<sup>10</sup>. The Georgia Hospital Association (GHA) reports vacancy rates for nursing positions average in excess of 10% across the state. The vacancy rate for RNs in the Coastal Georgia area is at or above 17%.<sup>11</sup> By 2020, the federal Health Resources and Services Administration projects Georgia will have a gap between nursing supply and demand of more than 30,000 full-time positions, one of the *largest* such shortages in the nation. Projections from the Georgia Department of Labor indicate that the

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<sup>7</sup> Aiken, L., et al.: "Hospital Nurse Staffing and Patient Mortality, Nurse Burnout, and Job Dissatisfaction," JAMA. 288(16):1987–1993, October 23/30, 2002.

<sup>8</sup> National Clearinghouse on the Direct Care Workforce. (2005). State Activities: Georgia. Retrieved on June 29, 2005 <http://www.directcareclearinghouse.org>.

<sup>9</sup> U.S. Bureau of Labor Statistics. "Occupational Outlook Handbook 2004." <http://www.bls.gov>.

<sup>10</sup> Health Resources and Services Administration. 2004. HRSA State Health Workforce Profiles: Georgia. Washington, DC: U.S. Department of Health and Human Services.

<sup>11</sup> Georgia Hospital Association, 2006 Workforce Report, Atlanta, Georgia.

state will need more than 140,000 new and replacement health care workers by 2010 (Georgia Nurses Association 2005).<sup>12</sup> The demand for health professions education was highlighted in the work of the University System of Georgia *Task Force on Health Professions Education (2006)*, which served as a data source and catalyst for the study calling for the College's transformation.

**Local Workforce Needs:** The Commission for a New Georgia identified healthcare and social assistance as strategic industries for coastal Georgia. In the Coastal workforce investment area, the Georgia Department of Labor projects that 218 nursing positions will need to be filled annually through 2014.<sup>13</sup> The GHA 2006 Workforce report notes an RN vacancy rate of 16.6 % in acute care settings for the southeastern area of Georgia currently exist. These vacancy rates will be compounded by the annual predicted population growth rate and an aging workforce. The most recent need survey of the three largest employers of registered nurses in the service area is noted in Table 3.

**Table 3**

**Local Health Care Workforce Vacancies**

Health Facility	Number of Employed RNs	Vacant RN positions	# desiring BSN	Open BSN positions
Southeast Georgia Health System (Brunswick Area)	666 90% ASN, 9.5 % BSN, .5% MSN	20	30 % of all RNs	200
Coastal Health District (Coastal Area)	75 36 ASN, 7 diploma, 21 BSN, 11 MSN	8	5-10	20
Memorial Health (Savannah Area)	850 30% ASN, 40% BSN, 10% MSN	100	200	50+

**Description of New Degree Programs**

To simplify discussion of the curricula for the four degrees addressed in this application, this section is divided into 10 subsections. The first subsection presents the general institutional admissions requirements, all of which apply to every one of the four curricula. The second

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<sup>12</sup> Georgia Nurses Organization. "Message From the President - October 2002." [www.georgianurses.org/president\\_message\\_oct2.htm](http://www.georgianurses.org/president_message_oct2.htm).

<sup>13</sup> Georgia Department of Labor, 2008, Occupational Employment Projections in Coastal Georgia Workforce Investment Area, Atlanta, Georgia.

subsection describes the CCGA general education requirements, which, based on the common general education core for the USG, meet both associate and baccalaureate degree requirements and exceed the Commission on Colleges' requirements. These general education requirements also apply to all four curricula. The third through sixth subsections address each of the four new baccalaureate degree programs and include each program's description and objectives, specific admission and completion requirements, curriculum overview, and specific core, general education, and elective requirements. The seventh through the tenth subsections, "Curriculum and Program Oversight," "Instruction," "Evaluation of Student Achievement," and "Distance Learning Sites," respectively, provide additional operational details for the four curricula.

## **1. General Institutional Admission Requirements**

As an "Access Institution" in the University System of Georgia, the College of Coastal Georgia admits all students desiring degrees beyond the high school level who have demonstrated the ability to take advantage of that opportunity.

The *CCGA Catalog 2008-2009* (pp.120-126) delineates the college's general institutional admission requirements for students seeking lower division degrees and certificates. Students pursuing upper division coursework through the new baccalaureate degree programs will also be required to complete this general admission process, as well as program-specific requirements.

All applicants must submit the following documentation:

- Application for Admission;
- Non-refundable Application Fee;
- Certificate of Immunization;
- Official Final High School Transcript from an accredited high school (Applicants graduating from high school with a Certificate of Performance or a Special Education Diploma must also provide a GED certificate.);
- Official SAT I or ACT Scores, if taken (Official SAT I or ACT Scores are not necessary, but are highly recommended. Scores will be used for placement purposes.);
- Official GED Scores (not diploma), if taken (A GED will be recognized only if the student's high school class has graduated.); and
- Official Transcripts from any college or university applicant has attended.

Freshman applicants must have:

- Graduated from an accredited high school or qualified GED program;
- Earned a minimum grade point average of 2.00 on academic core for College Preparatory Graduates or 2.20 grade point Career/Technical Graduates; and
- Taken the COMPASS Placement Exam.

Applicants graduating from high school within the last five years are expected to meet the University System of Georgia's College Preparatory Curriculum (CPC) guidelines. Students

failing to meet the 16 unit requirements will be required to complete additional college courses before meeting graduation requirements.

## **2. General Education Requirements**

The freshman and sophomore years of the four baccalaureate programs consist entirely of the core curriculum defined by the University System of Georgia in the Board of Regents Academic Policy Manual, Section 2.04, which emphasizes a strong general education program as one of the defining characteristics of the University System of Georgia. The Core Curriculum at the College of Coastal Georgia, as outlined by the CCGA Catalog, consists of 60 hours structured as follows:

- Essential Skills: two English Composition classes and one Mathematics class - 9 hours
- Institutional Options: 4 hours
- Humanities/Fine Arts: 6 hours
- Mathematics/Science/Technology: 11 hours
- Social Science: 12 hours
- Courses Related to Baccalaureate Major: 18 hours

Additionally, there is a physical education requirement of two hours for students attending the college full time. All classes in the core curriculum are listed in the CCGA Catalog.

## **3. Bachelor of Science in Education with a major in Early Childhood Education**

**Board of Regents Principles for the Preparation of Teachers for Schools:** Both of the proposed Education degrees, the BSEd with a major in Early Childhood/ Special Education and the BSEd with a major in Middle Grades Education, will advance the newly approved mission of the College of Coastal Georgia by initially allowing the offering of a limited number of baccalaureate programs in education to meet the growing demand for teachers in Southeast Georgia as well as the State of Georgia.

As required by the Board of Regents' Principles for the Preparation of Teachers for Schools revised in 2005, CCGA's program in Early Childhood/Special Education will reflect the following guiding principles (goals):

Principle #1: The University System will ensure the success of teacher candidates on certification examinations for all demographic groups.

Principle #2: The University System will guarantee the quality of any teacher it prepares.

Principle #3: The University System will guarantee that all teachers prepared in early childhood education can demonstrate accomplishment in teaching children to read and do mathematics and science.

Principle #5: The University System will ensure the quality of its educator preparation programs through a Continuous Improvement and Accountability System.

Principle #6: Teacher preparation programs will be the shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools.

Principle #7: University System institutions that prepare teachers will collaborate with schools to work on five goals:

- a. to increase P-12 student achievement and high levels of learning.
- b. to mentor beginning teachers.
- c. to provide field placements for teacher candidates to demonstrate the outcomes of the guarantee.
- d. to collaborate in the preparation and development of teachers.
- e. to increase the amount of school-based research on improvement of schools and on teacher preparation and development programs.

Principle #8: All universities that prepare teachers will implement aggressive recruitment policies to increase the numbers, to raise the caliber, to expand the diversity of candidates, and to balance supply and demand.

Principle #9: The University System will encourage the institutions to develop new and innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools.

Principle #10: The University System will work with the Department of Education and the Professional Standards Commission to bring an end to out-of-field teaching in Georgia.

Principle #11: The University System will encourage institutions that prepare teachers to give added emphasis to policies that:

- a. support the efforts of faculty to model effective teaching.
- b. support the efforts of faculty to focus their research on ways to improve classroom teaching, schools, and P-12 learning.
- c. support increased participation of teacher preparation faculty in the public schools.

Principle #12: The University System will continually assess the impact of the Principles and Actions for the Preparation of Teachers for the Schools to determine whether successful implementation contributes significantly to desired changes in preparation programs, to school improvement, and to increased student learning and achievement in Georgia.

**Program Description and Objectives:** Teacher education candidates successfully completing the College of Coastal Georgia's Early Childhood/Special Education program (ECSE) will be certified to teach the new Georgia Performance Standards in an early childhood or special education classroom environment. Additionally, teacher education candidates will be better prepared to teach all students reading, mathematics, and science as well as being able to communicate with and effectively teach students who do not speak English as a first language. Finally, successful teacher candidates of the College of Coastal Georgia program will have a working knowledge of the Georgia Department of Education's Class keys<sup>14</sup> and thus a solid

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<sup>14</sup> Class keys, "Unlocking Excellence through the Georgia School Standards, 2007", Georgia Department of Education, Atlanta, Georgia.

understanding of the new performance based evaluation system used to monitor teacher effectiveness and annual progress for Georgia teachers.

### General Learning Objectives

- Successful teacher candidates will demonstrate knowledge of the philosophical, historical, sociological, and legal foundations of education of all children.
- Successful teacher candidates will demonstrate a knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics for all children.
- Successful teacher candidates will demonstrate expertise in the content bases for curricula, the appropriate uses of technology, and effective pedagogy for all children.
- Successful teacher candidates will interact and communicate effectively with a range of audiences (students, parents, administrators, stakeholders, educational agency staff, and the general public).
- Successful teacher candidates will model positive and effective interpersonal skills interacting with all learners, parents, other educators, and members of the community.

### Specific Learning Objectives:

- Successful teacher candidates will have sufficient subject matter knowledge in all areas included on the teaching certificate noting increased coursework in the areas of mathematics, science, and reading.
- Successful teacher candidates will demonstrate success in bringing all students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning.
- Successful teacher candidates will effectively use visual literacy technologies as tools for learning and exploring that meet Georgia Technology Standards for Educators as required by the Georgia Professional Standards Commission.
- Successful teacher candidates will set high learning standards for all students and to organize curriculum, instruction, and assessment around standards.
- Successful teacher candidates will customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs.
- Successful teacher candidates will use data on student learning and achievement to set benchmarks and to monitor and plan for student progress toward continuous improvement.
- Successful teacher candidates are able to use critical conversational Spanish language skills to communicate with school children and their parents or guardians.

**Admissions Requirements:** Admission to the College of Coastal Georgia's program in early childhood/special education program will be based on the following criteria:

- a cumulative GPA of 2.5 (on a 4.0 scale) or higher on all course work from year one and two (general education)
- successful completion of all three **Georgia Assessments for the Certification of Educators (GACE)** Basic Skills tests
- successful completion of the Regents' Test
- a grade of C or better in EDUC 2110, 2120, and 2130 with a minimum of 30 hours of documented field experiences with children
- a successful criminal background check

- successful completion and analysis of a disposition evaluation
- proof of membership in Georgia Association of Educators for liability purposes

**Completion Requirements:**

- successfully complete all courses required in the degree program
- maintain a cumulative GPA of 2.5 (on a 4.0 scale) on all course work completed
- maintain a cumulative GPA of 2.75 (on a 4.0 scale) on all course work in the major (beyond Area F)
- successfully complete the capstone internship field experience
- successfully pass GACE tests required for certification by the Georgia Professional Standards Commission (GaPSC)
- meet the GaPSC special requirements for technology and special education
- meet all other College graduation requirements or policies

**Proposed Course of Study:** Freshman and Sophomore Curriculum: Curriculum completed during the first two years will focus on the USG Core Curriculum. Area F curriculum for students interested in early childhood/special education requires MATH 2008, ISCI 2001, ISCI 2002, EDUC 2110, EDUC 2120, and EDUC 2130. Prior to beginning the junior fall semester, students will also need to complete PHED 1000, PHED 2610, SPED 2210, and MATH 3510 in order to graduate within a four year period. It is recommended that SPED 2110 and MATH 3510 be taken the summer prior to the junior fall semester.

Junior and Senior Curriculum: After admission to the teacher education program, curriculum completed during the second two years will focus on professional education courses in the areas of early childhood education, special education, reading and literacy education, and mathematics as well as the completion of professional seminars and practicum courses that allow for supervised field experiences in the public schools.

**Academic Program: BS with Major in Early Childhood/Special Education**

<b>General Education Curriculum</b>	(42-43) hours <sup>15</sup>
Area A: Essential Skills	9
Area B: Institutional Options	4-5
Area C: Humanities/Fine Arts	6
Area D: Natural Science, Math and Technology	11
Area E: Social Sciences	12
<b>Lower Division Major Requirements (AREA F)</b>	(18)
EDUC 2110 Investigating Critical & Contemporary Issues in Education	3
EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3

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<sup>15</sup> The College uses a semester system and all credit hours are 750 clock minutes per one hour credit.

EDUC 2130 Exploring Teaching & Learning	3
ISCI 2001 Life / Earth Science	3
ISCI 2002 Physical Science	3
MATH 2008 Foundations of Numbers & Operations	3
<b>Area G: Institutional Requirements</b>	<b>(2)</b>
PHED 2610 Health, Movement, & Physical Education	2
<b>Upper Division Professional Education Curriculum</b>	
<u>Theory and Practice of Early Childhood Education</u>	<b>(9)</b>
ECED 3310 Curriculum, Planning, and Organization	2
ECED 3320 Nature, Needs, and Development of Children	2
ECED 3330 Social Studies and Science Methods	3
ECED 4310 Integrating Art and Music into the Curriculum	2
<u>Theory and Practice of Special Education</u>	<b>(11)</b>
SPED 3210 Ethics, Policies, and Procedures in Special Education	3
SPED 3220 Curriculum and Methods for Mild Disabilities	3
SPED 4210 Collaboration and Inclusion in the Regular Classroom	3
SPED 2110 Survey of Children with Exceptionalities	2
<u>Combined Theory and Practice of Early Childhood and Special Education</u>	<b>(9)</b>
ECSP 3110 Language for All Learners	3
ECSP 3120 Assessment and Evaluation of Learning	3
ECSP 4410 Behavior and Classroom Management	3
<u>Classes in Reading and Literacy Education</u>	<b>(12)</b>
RDNG 3410 Teaching Reading PK- Grade 2	3
RDNG 3420 Teaching Reading Grades 3-5	3
RDNG 4410 Writing, Language Arts, and Children's Literature	3
RDNG 4420 Prescriptive Literacy Instruction	3
<u>Classes in Mathematics</u>	<b>(9)</b>
MATH 3520 Algebra and Probability	3
MATH 4510 Foundations of Statistics and Probability	3
MATH 3510 Exploration in Measurement and Geometry	3
<u>Classes for Seminars, Field Experiences, and Professional Development</u>	<b>(12)</b>

ECSP 3100, 3101, 4100, 4101 Professional Seminar I, II, II, & IV	1
ECSP 3190, 3190, 4190 Integrated Practicum I, II, III	3
ECSP 4120 Professional Development Seminars	2
ECSP 4191 Capstone Professional Internship	6

**Total: 124-125 hours**

#### **4. Bachelor of Science in Education with a major in Middle Grades Education**

**Program Description and Objectives:** Teacher education candidates successfully completing the College of Coastal Georgia’s Middle Grades Education program will be certified to teach the new Georgia Performance Standards in middle grades classrooms in two areas of concentration from among mathematics, science, social studies, and language arts. Additionally, teacher education candidates will be better prepared to communicate with and effectively teach students who do not speak English as a first language. Finally, successful teacher candidates of the College of Coastal Georgia program will have a working knowledge of the Georgia Department of Education’s Class keys (see footnote 8) and thus a solid understanding of the new performance based evaluation system used to monitor teacher effectiveness and annual progress for Georgia teachers.

##### General Learning Objectives

- Successful teacher candidates will demonstrate knowledge of the philosophical, historical, sociological, and legal foundations of middle school education for all children.
- Successful teacher candidates will demonstrate a knowledge base of educational foundations, educational psychology, human development, human exceptionalities, and parental and family dynamics for all children.
- Successful teacher candidates will demonstrate expertise in the content bases for curricula in two areas taught in middle schools from among mathematics, science, social studies, and language arts.
- Successful teacher candidates will study and demonstrate effective pedagogy in their two content areas as well as demonstrate appropriate uses of technology for all middle school children.
- Successful teacher candidates will interact and communicate effectively with a range of audiences (students, parents, administrators, stakeholders, educational agency staff, and the general public).
- Successful teacher candidates will model positive and effective interpersonal skills interacting with all learners, parents, other educators, and members of the community.

##### Specific Learning Objectives:

- Successful teacher candidates will demonstrate success in bringing all students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning.
- Successful teacher candidates will effectively use visual literacy technologies as tools across the curriculum for learning and exploring that meet Georgia Technology Standards for Educators as required by the Georgia Professional Standards Commission.
- Successful teacher candidates will set high learning standards for all students and to organize curriculum, instruction, and assessment around standards.

- Successful teacher candidates will customize instruction for individual students or groups of students that reflect students' own experiences, learning styles, interests, cultures, and special needs.
- Successful teacher candidates will use data on student learning and achievement to set benchmarks and to monitor and plan for student progress toward continuous improvement.
- Successful teacher candidates will use critical conversational Spanish language skills to communicate with school children and their parents or guardians who speak Spanish as a native language.

**Admissions Requirements:** See admissions requirements for Early Childhood/Special Education degree (p. 19).

**Completion Requirements:** See completion requirements for Early Childhood/Special Education degree (p. 19-20).

**Proposed Course of Study:** Freshman and Sophomore Curriculum: Curriculum completed during the first two years will focus on the USG Core Curriculum. Area F curriculum for students interested in middle grades education requires EDUC 2110, 2120, and 2130 as well as two courses in one concentration area and one course in a second concentration area for a total of 18 hours.

Junior and Senior Curriculum: After admission to the teacher education program, curriculum completed during the second two years will focus on professional education courses in the area of middle grades education, as well as continuing to build a background in two concentration areas. Students can choose from among mathematics, science, social studies, and language arts and are required to complete a minimum of 15 hours in each concentration with 9 of the fifteen hours being at the 3000 or 4000 level. In addition, teacher education candidates also complete practicum courses that allow for supervised field experiences in the public schools.

### **Academic Program: BS with Major in Middle Grades Education**

<b>General Education Curriculum (See above)</b>	<b>(42-43) hours</b>
<b>Lower Division Major Requirements (AREA F)</b>	<b>(18)</b>
EDUC 2110 Investigating Critical & Contemporary Issues in Education	3
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Teaching & Learning	3
Two courses in first concentration area	6
One course second concentration	3
<b>Area G: Institutional Requirements</b>	<b>(2)</b>
PHED 1000 Healthy Living Concepts	2
or	
PHED XXX two activity courses	2
<b>Upper Division Professional Education Curriculum</b>	<b>(16)</b>

MGED 3010 Middle Grade Schools and Curriculum	3
MGED 3020 Middle Grades Instruction and Assessment	3
MGED 3040 Language Issues in Today's Middle Schools	2
MGED 4010 Classroom Management in Middle Schools	3
MGED 4020 Prof. Roles, Ethics, and Collaboration in the Middle School	2
MGED 4030 Effective Instruction: Mathematics and Sciences	3
or	
MGED 4032 Effective Instruction: Social Studies and Language Arts	3
<u>Classes in Psychology, Reading, and Special Education</u>	(8)
PSYC 3010 Adolescent Psychology	3
RDNG 4020 Reading, Writing, and Literature in the Middle Grades	3
SPED 2210 Survey of Children with Disabilities	2
<u>Classes for Seminars, Field Experiences, and Professional Development</u>	(12)
MGED 3000, 3001, 4000, 4001 Professional Seminar I, II, III, & IV	1
MGED 3090, 3091, 4090 Integrated Practicum I, II, III	3
MGED 4120 Professional Development Seminars	2
MGED 4091 Capstone Professional Internship	6
Classes in Two Content Concentrations	(22-27)
<b>Total: 120-126 hours</b>	

## 5. Bachelor of Business Administration, General Business

**Program Description and Objectives:** The goals of the degree program focus on the broad range college-level skills that prepare graduates to succeed in occupational areas currently experiencing economic expansion in Southeast Georgia with a heavy focus on the utilization of technology. Therefore, the overall goals of the Bachelor of Business Administration degree program at the College of Coastal Georgia are to:

- Further the mission of the College of Coastal Georgia by offering a baccalaureate program and upper-division courses to meet the educational needs of the college area.
- Provide access to baccalaureate level educational opportunities to students desiring to pursue careers in business and industry.
- Meet the needs of area business located in the service area and the surrounding region.
- Be recognized as a source of quality education and business expertise, primarily serving Southeast Georgia, by providing graduates with the knowledge and skills to help them excel in their business careers, and fulfill their personal potential in an ethical and professional manner.

### General Learning Outcomes:

- The graduate will demonstrate a significant level of knowledge in business administration.

- The graduate will conduct independent research relevant to business-related issues.
- The graduate will demonstrate written and oral presentation skills expected of a business school graduate.
- The graduate will comprehend and apply the principles of business ethics.
- The graduate will utilize technology and information systems in modern organizational operations.
- The graduate will apply critical thinking skills when making business decisions.
- The graduate will work effectively as a member of a team.

**Specific Learning Outcomes:**

- The graduate will explain and apply fundamental accounting and financial management operations to enhance business decision making processes.
- The graduate will discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.
- The graduate is able to integrate market and marketing information into a strategic plan.
- The graduate is able to articulate the external and internal environments of a business organization and formulate appropriate strategies in the context of competitive forces and environmental factors.
- The graduate will collect information through the use of various data tools thus enhancing business problem solving capabilities.
- The graduate will articulate the ethical responsibility of business and understand the social consequences of business decisions and activities.
- The graduate is able to describe how information systems transform business processes within the modern corporate organization.

**Admissions Requirements:** Admission to the College of Coastal Georgia's Bachelor of Business Administration degree program will center on the following requirements:

- A minimum of 45 hours in Areas A-F [(A) Essential Skills (9), (B) Institutional Options (4), (C) Humanities/Fine Arts (6), Science and Math (11), (E) Social Sciences (13), and (F) Area of Concentration (18)] including all Area F courses, and MATH 2112].
- A grade of C or better in all Area F courses, ENGL 1102, and MATH 2112.
- An institutional GPA of 2.5 or better
- A GPA of 2.70 in Area F courses.

**Completion Requirements:**

- Successfully complete all courses required in the degree program (minimum 120 semester credits).
- Successfully complete a minimum of 42 general education credits according to the distribution established by the College (Areas A-E).
- Successfully complete at least 60 credits of upper division coursework in the major (3000 and 4000 level courses).
- Achieve a cumulative GPA of at least 2.5 (on a 4.0 scale).
- Achieve a cumulative GPA of at least 2.75 (on a 4.0 scale) in courses in the major field of study.
- Earn grades of "C" or higher in all courses required in the major field of study.

- Successfully complete the Regents' Test.
- Meet all other College graduation policies.

**Proposed Course of Study:** The Bachelor of Business Administration degree program at the College of Coastal Georgia will articulate with the existing Associate of Science with a concentration in Business Administration degree program as well as other similar programs that pre-baccalaureate students complete for transfer at other University System of Georgia institutions. This will require students to successfully complete 122 hours of course work for the BBA. Although this is two hours more than the minimum required for a baccalaureate degree in the University System, it allows the College of Coastal Georgia to retain a portion of its Physical Education requirements. In the future the college may re-visit the continuation of its Physical Education requirements; however at this time both the Business faculty and the college in general believe this to be an important component of undergraduate education.

The program has been designed so that an entering student can progress to completion of their Bachelor of Business Administration in four semesters if enrolled full time, once the lower division core is completed. This assumes an initial academic year matriculation into the upper division of the degree program of about 35 students. The first prototype Program of Study below is based on this minimum. It establishes a program for a full-time student who is completing the upper division courses in two-years without attending Summer Semester classes.

#### **Academic Program: BBA with Major in General Business**

<b>General Education Curriculum</b>	(42-43) hours
Area A: Essential Skills	9
Area B: Institutional Options	4-5
Area C: Humanities/Fine Arts	6
Area D: Natural Science, Math and Technology	11
Area E: Social Sciences	12
<b>Area G: Institutional Requirements</b> (Physical Education)	(2)
<b>Lower Division Major Requirements (Area F)</b>	(18)
ACCT 2101            Principles of Accounting I	3
ACCT 2102            Principles of Accounting II	3
ECON 2105           Principles of Macroeconomics	3
ECON 2106           Principles of Microeconomics	3
BUSA 1105            Introduction to Business	3
BUSA 2106            Environment of Business	3
<b>Upper Division Professional Education Curriculum</b>	
<u>Accounting</u>	(6)

ACCT 3100	Cost Accounting I	3
ACCT 4100	Financial Statement Analysis	3
<u>Economics</u>		(6)
ECON 3110	Characteristics of Students with Mild Disabilities	3
ECON 3120	Educational Assessment of Exceptional Children	3
<u>Management</u>		(12)
MGMT 3100	Principles of Management	3
MGMT 3110	Management of Organizations and Individuals	3
MGMT 4100	Entrepreneurship	3
MGMT 4200	Strategic Management	3
<u>Marketing</u>		(12)
MKTG 3100	Principles of Marketing	3
MKTG 3110	Sales and Sales Management	3
MKTG 4100	Marketing Research and Consumer Behavior	3
MKTG 3120	Business Communication and Personal Professional Development	3
<u>Other Content Areas</u>		(12)
FINC 3100	Business Finance	3
ITEC 3100	Computer Applications for Business	3
ITEC 3110	Business Analysis using Computer Applications	3
BUSG 4900	Internship	3
<u>Electives</u>	(Chosen from following)	(12)
MGMT 3500	Business Law and Ethics	3
MGMT 3600	Hospitality Management	3
MGMT 3300	Principles of Operations and Supply Chain Mgmt	3
MGMT 3350	Business Logistics and Materials Management	3
FINC 3200	Principles of Banking	3
FINC 3250	Bank Regulation	3
		<b>Total: 122-123 hours</b>

## 6. Bachelor of Science in Nursing

**Program Description and Objectives:** The pre-licensure Bachelor of Science in Nursing is a four-year degree program that prepares a nurse generalist for leadership and practice in the role of professional nurse in a variety of health care settings and specialties. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses for entry into practice in any state. This is a broad based program built upon courses in the humanities, science and social and behavioral studies. The program will conform to standards set by the Georgia Board of Nursing and the National League for Nursing Accrediting Commission (NLNAC). The curriculum also provides graduates with the requirements to enter a master's program of study in nursing. The program may be administered in an accelerated (or fast track) manner for students who have an existing baccalaureate degree in a general field of study.

The RN to BSN completion program is designed to provide a registered nurse, with an associate's degree or diploma, the opportunity to earn a baccalaureate degree in order to enhance their basic education, learn new knowledge and skills, and promote their career progression and mobility. This program also provides the foundation for graduate study in a specialty area of nursing and enhances the scope and practice for professional nurses already licensed.

**Learning Objectives:** The specific learning goals of the nursing program are congruent with the American Nurses Association (ANA) Standards of Practice (2004) and the Code of Ethics for Nurses with Interpretive Statements (2001). The prelicensure baccalaureate program prepares the nurse generalist to successfully pass the NCLEX-RN examination and demonstrate leadership and practice in a variety of health care settings. The RN to BSN graduates will build upon their nursing knowledge and skills for broader based practice with individuals, groups and communities. The statewide articulation plan for registered nurses is the standard for the RN to BSN program progression/requirements (Appendix VIII).

**Admissions Requirements:** Students recruited and admitted to the prelicensure RN and the RN to BSN completion program will be prospective applicants with better than average academic credentials so that the academic demands of the curriculum can be met. RN to BSN students must have current licensure in the state of GA and a recommendation from their current supervisor. Students will be encouraged to complete all of their additional General Education Core classes before beginning the nursing classes, but some variation from that criteria may be allowed.

Students must be able to use critical thinking skills and apply new research findings to their practice. They must have a commitment to learning and a desire to continue to expand their body of knowledge. The ASN program will continue to encourage baccalaureate education after licensure is achieved.

**Completion Requirements:**

- Successfully complete all courses required in the degree program (minimum 120 semester credits), including the lower division courses for the prelicensure baccalaureate program; 127semester credits for the RN to BSN program.

- Successfully complete a minimum of 60 general education credits according to the distribution established by the College (Areas A-F) for its BSN program.
- Successfully complete at least 30 credits of upper division coursework in the major (3000 and 4000 level courses with the NURS prefix) for the RN to BSN; 60 credit hours for the prelicensure baccalaureate program.
- Achieve a cumulative GPA of at least 2.5 (on a 4.0 scale) required for graduation.
- Earn a GPA of 2.75 or higher in major courses, with no grade lower than a C.
- Successfully complete the Regents' Test.
- Complete at least 30 program credits in residency at the college.
- Meet all other College graduation policies.
- Meet the College technology requirement.

**Proposed Course of Study:**

**Prelicensure BSN**

**General Education Curriculum** (42) hours

Area A: Essential Skills 9

Area B: Institutional Options  
(COMM 1100, Intro. to Communication & Permitted Area B elective) 4

Area C: Humanities/Fine Arts  
(ENGL 2111 or 2112, World Lit. I or II and Permitted Area C Elective) 6

Area D: Natural Science, Math and Technology  
(BIOL 1107-1108, CHEM 1211-1212, or PHYS 1111-1112; MATH 2112) 11

Area E: Social Sciences  
(POLS 1101 American Govt., HIST 2112 or 2112, U.S. History 1 or 2,  
PSYC 1101 Intro. to Psychology, Permitted Elective) 12

**Lower Division Major Requirements (Area F)** (18)

BIOL 1110 Human Anatomy and Physiology I 4

BIOL 1111 Human Anatomy and Physiology II 4

BIOL 2215 Microbiology 4

MATH 2112 Probability and Statistics (If not taken in Area D);  
Elective if MATH 2112 taken in Area D) 3

PSYC 2103 Human Growth and Development 3

**Area G: Institutional Requirements**

PHED Elective 2

**Upper Division Professional Education Curriculum**

NURS 3100 Theoretical Foundations of Professional Nursing 3

NURS 3102 Nursing Practice I: Health Promotion 6

BIOL 3110	Human Pathophysiology	3
NURS 3201	Research and Evidenced Based Practice	3
NURS 3203	Nursing Practice II: Care of Adults	8
NURS 3204	Pharmacology I	4
NURS 4100	Nursing Practice III: Family and Child Care	8
NURS 4101	Nursing Practice IV: Community as Client	4
NURS 4201	Nursing Management and Leadership	4
NURS 4202	Nursing Practicum	8
Electives		9
Total Program Hours (New and existing courses):		122 hours

### **RN to BSN Curriculum**

#### **General Education Curriculum** 42 hours

Area A: Essential Skills	9
Area B: Institutional Options (COMM 1100, Intro. to Communication & Permitted Area B elective)	4
Area C: Humanities/Fine Arts (ENGL 2111 or 2112, World Lit. I or II and Permitted Area C Elective)	6
Area D: Natural Science, Math and Technology (BIOL 1107-1108, CHEM 1211-1212, or PHYS 1111-1112; MATH 2112)	11
Area E: Social Sciences (POLS 1101 American Govt., HIST 2112 or 2112, U.S. History 1 or 2, PSYC 1101 Intro. to Psychology, Permitted Elective)	12

#### **Lower Division Major Requirements (Area F) (18)**

BIOL 1110	Human Anatomy and Physiology I	4
BIOL 1111	Human Anatomy and Physiology II	4
BIOL 2215	Microbiology	4
MATH 2112	Probability and Statistics (If not taken in Area D) ); elective if MATH 2112 taken in Area D)	3
PSYC 2103	Human Growth and Development	3

#### **Upper Division Professional Education Curriculum**

NURS 3100	Theoretical Foundations of Professional Nursing	3
NURS 3201	Research and Evidenced Based Practice	3

(USG Articulation Agreement stipulates acceptance of lower division Nursing courses. After completing NURS 3100 and 3201 students will be given credit for 30 hours of lower division course work.) (30)

NURS 3102	Nursing Practice I: Health Promotion	6
BIOL 3110	Human Pathophysiology	3
NURS 3205	Health and Aging	2
NURS 4101	Nursing Practice IV: Community as Client	4
NURS 4102	Pathopharmacology	3
NURS 4201	Nursing Management and Leadership	3
NURS 4203	Nursing Practicum	3

Total Program Hours (New and existing courses): 127\* hours

\*The 7 additional hours over the 120 credit hour total for BSN programs (not counting Area G, Physical Education) are because of the present hours required in the ASN program. These hours will be reviewed by the faculty and adjusted to comply with the guidelines of the USG.

## 7. Curriculum and Program Oversight

The College of Coastal Georgia's four new baccalaureate programs will be administered through the School of Professional Education. The Dean of the School of Professional Education will be a rotating position, filled by the chair of one of the School's three Departments (Education and Teacher Preparation, Nursing and Health Sciences, Business and Public Affairs). The School of Professional Education will integrate the activities of present faculty teaching within the departments, new department faculty to be hired, and existing faculty in Mathematics, English, Reading, Sciences, and other areas will be utilized to teach relevant content classes. The college has budgeted the addition of thirteen new full time faculty to be added over the next three years, beginning in Fall 2009, as well as the addition of two administrative assistants. The attached Roster of Instructional Staff lists existing faculty who will teach classes in the program as well as the qualifications of new faculty who will be hired.

The College Curriculum Committee recommends to the Faculty Senate general curricular policies affecting the undergraduate academic programs offered by the college (e.g. core curriculum, exit examinations, etc.). The committee considers all proposals for new degree programs, majors, and/or minors, and makes its recommendations to the Faculty Senate for action. The committee reviews all actions of the school/division curriculum committees and is the organ of the college to which any academic department may make recommendations concerning curricular matters.

Finally, the curriculum for each new proposed baccalaureate degree program will be incorporated into the college's comprehensive program review cycle, as required by the USG System Office. For new programs the first review is scheduled for three years after program start-up. Thereafter the institution is required to review the program at least every seven years.

Beginning in fall 2009, entering students will be provided an additional option: to declare their intention to pursue a baccalaureate degree (in business, education or nursing). Students will still be allowed to declare their intention to complete one of the institutions 39 associate degrees or a general education program of study for transfer credit. Technical certificates will continue to be offered for a period of time as well.

The College will ensure that students are prepared to enter the baccalaureate programs through compliance with the admission requirements detailed on the preceding pages. Students who will enter the baccalaureate programs during 2009 through 2011, directly after completing two years of studies at the College, will be prepared to advance to this higher level of academic work. The College's current curriculum structure is fully transferrable to any state college or higher level institution for students to complete the baccalaureate degree. Each of the USG institution has developed a core curriculum with 60 semester hours of courses in Areas A through F. While institutions have some flexibility in defining learning outcomes in each area, the core curriculum completed at one System institution is fully transferrable to another System institution for the same major.

As evidence of their preparedness, a recent program review found that students completing their two year studies at CCGA have strong records of degree completion elsewhere (see Attachment 4, "USG Selected Degrees Conferred By Selected Institution, 2003-2007").

## **8. Instruction**

All instruction will take place on a SACS-recognized education site operated by the College of Coastal Georgia or in supervised field/clinical environments.

## **9. Evaluation of Student Achievement**

Student performance will be assessed at multiple points throughout the completion of their degree at the College of Coastal Georgia. For admission to the College of Coastal Georgia, students will be expected to meet the minimum requirements. During completion of the Core Curriculum, student learning will be assessed through a variety of methods including, but not limited to exams, research papers, presentations, and projects.

Additionally, student achievement in the four baccalaureate curricula will be measured through a variety of mechanisms already in place for the College's associate's degree programs, as well as through specific accountability measures outlined by the USG BOR. These measures include, but are not limited to, the following:

- Student Evaluation of Instruction
- Course Grade Distribution Patterns
- Evaluation of Learning Outcomes
- Course Completion/Success Rates
- Program Graduation Rates
- Program Retention Rates

- Job Placement Rates
- Course and Program Enrollment Patterns
- USG Comprehensive Program Review
- Graduating Student Survey
- Student Exit Examination (to be determined)
- Employer Satisfaction Survey
- Standardized Examinations

Individual programs also use specific performance instruments to measure student achievement. Those processes are summarized below, and detailed plans for the assessment of student achievement in each program are supplied as Attachment 5.

**Early Childhood/Special Education and Middle Grades Education:** Teacher candidates in the early childhood/special education program and middle grades program will be assessed at four common points: (1) program admission, (2) in-program, (3) program completion (the graduation semester), and (4) after graduation. For each initial program, admission and exit requirements will guarantee that teacher candidates possess sufficient competencies before they enter into a program as well as prior to recommendation for graduation and certification. In addition, teacher candidates must demonstrate adequate progress throughout their programs in order to continue each semester. Assessment artifacts will include, but not be limited to GPA, entrance test scores, dispositional analysis, field experience evaluations (completed by the college supervisor and supervising teacher), teacher candidate work samples, follow-up surveys with graduates and their employers, field experience assessments, capstone internship evaluations, reports on entrance and licensing exam scores (GACE), and follow-up interviews with teacher candidates after graduation.

**Business Administration:** Assessment of student learning in the Bachelor of Business Administration (BBA) degree program is based on the standards of the Association to Advance Collegiate Schools of Business (AACSB) and is a faculty driven process that is ongoing, comprehensive, and aimed at improvement. The assessment of student learning is based on student mastery of the seven knowledge domains of Discipline Specific Knowledge, Information Identification and Use, Communication, Critical Thinking, Technology, Ethics, and Team Work as set forth by the program faculty. The process operates around an annual cycle and utilizes capstone courses, exit exams, and embedded assessment of primary learning artifacts as assessment measures to determine the level of student learning.

**Nursing:** The Department of Nursing follows the college evaluation plan designed and implemented by faculty and staff representatives of College programs. The current ASN nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and has approval status from the Georgia Board of Nursing (GBON). GBON Guidelines for the initiation of new programs will be followed during the program planning and implementation phase. The prelicensure and RN to BSN baccalaureate programs will begin the NLNAC candidacy process as soon as it has achieved full approval status with the GBON, with expected accreditation for fall 2011. The College has communicated the intent to start the new programs to the NLNAC. The prelicensure and RN to BSN baccalaureate programs will be submitted to the NLNAC for review and accreditation in the spring of 2009. GBON Guidelines

for the initiation of new programs will be followed during the program planning and implementation phase of the programs. The Education Consultant for the GBON has been an integral part of the planning during on site meetings and through sharing of the program proposal to the Board of Regents.

Internal evaluation methods include: Course, level and student performance data which will be gathered, analyzed, and result in appropriate changes approved by the faculty and implemented by the teaching teams. At the end of each course, the teaching team will make recommendations to the faculty as a whole based on these data. Many faculty teams will also conduct midterm evaluations for immediate response to student needs. The Evaluation Committee will continue to follow the National League for Nursing Accrediting Commission (NLNAC) and the Georgia Board of Nursing (GBON) structure for program assessment. Internal evaluation also includes the review of course outlines and syllabi for consistency in course content, student outcomes.

Curriculum analysis, evaluation, and program improvement are major parts of the master plan for program review. The curriculum committee, consisting of faculty representatives from each course, and chaired by a faculty member will continue to meet at least monthly to review program quality. Data from assessment measures will include the results of Assessment Technology Institute®, LLC (ATI) tests for each course and faculty and student end of course evaluation. Clinical practice sites will be reviewed each semester using a tool designed to monitor the appropriateness of the learning environment to the application of the content area, the support and expertise of the staff and the size and characteristics of the patient population. In the spring, all faculty share a summary critique of the class and clinical offerings based on the student feedback and grades. Recommendations for course improvement are then incorporated into the course for the coming year. An annual review of the NLNAC program outcomes, by the Outcomes Committee (OC), may also lead to major recommendations to the faculty related course or program changes. The annual report to the Georgia Board of Nursing and scheduled site visits may also necessitate curriculum changes to the course or the program.

External evaluation strategies include annual surveys of graduates and their employers regarding program satisfaction and the quality of learning outcomes. The passing rate on the National Council Licensing Examination (NCLEX-RN) is the most critical evaluation measure.

## **10. Distance Learning Sites**

The four proposed baccalaureate programs will entail no distance learning components, beyond courses and sites already approved by the SACS/COC.

## **Faculty Resources and Qualifications**

Each of the Units administering the four new degree programs will integrate the activities of present faculty teaching within the unit, new faculty to be hired, and existing faculty in Mathematics, English, Reading, Science, and other areas to teach relevant content classes. The college has budgeted the addition of fourteen new full time faculty to be added over the next three years. Attachment 6, "Roster of Instructional Staff," lists existing faculty who will teach classes in the program as well as qualifications of new faculty who will be hired.

## **Financial Resources and Educational Support**

Together with the business office at the College of Coastal Georgia, the University System Office of Fiscal Affairs has estimated the initial budget needs for all four of the college's proposed baccalaureate programs (BBA in General Business, BSEd in Early Childhood Education and Special Education, BSEd in Middle Grades Education, BSN). There are both one-time budget needs related to the change in mission and continuing budget needs owing to the new programs. An additional \$250,000 was provided in FY2008 to allow the College to enhance its learning and library resources.

FY09: \$350,000 in planning and implementation funds. These funds will be used to hire new program faculty leaders in education, business, and nursing. Development of the library collection will also be a priority.

FY10: New continuing costs of \$700,000 for additional faculty members plus an additional \$800,000 in one time start up costs for equipment, learning resources, and facility redesign.

FY11: New continuing costs of \$700,000 for additional faculty and staff support for the new programs.

Over time, the increase in enrollment will generate the funds to support the new programs. For the next two fiscal years, though, "seed funds" of approximately \$1.5 million in FY10 and \$700,000 in FY11 will be required, above the normal expected allocation for the institution.

Attachment 7 provides estimates of the operating budgets for all four programs for the first three years, and Attachment 8 shows the most recent audit.

### **Library/Learning Resources**

The library provides facilities and learning information resources that are appropriate to support the College mission. Libraries are located at the campus in Brunswick, and at the Camden Center. The library in Brunswick is 30,998 square feet. The space houses library services and resources, tutorial services, media resources, a Student Support Services (TRIO) program, an open computer lab and a classroom for library instruction and academic support workshops. The library in Brunswick is open 73 hours each week. The library at the Camden Center is 6,632 square feet. The Camden Center library houses library services and resources, tutorial services, an open computer lab and a classroom for library instruction and academic support workshops. The library at the Camden Center is open 55 hours each week.

The library's website describes services and resources provided by the library. The library website includes an Ask a Librarian link that enables students and faculty to make inquiries about library services or resources. A full-time librarian monitors all inquiries from Ask a Librarian. The 2006-2007 Graduating Student Survey (included in documentation of CR 10) indicated that students were generally satisfied with the library print, electronic and media services available to them.

The institution's library collection consists of 51,656 books, 197 journal subscriptions, and 1,477 media titles. In addition, students and faculty have access to a vast collection of electronic resources including 57,474 e-books through NetLibrary, and 30,317 journals through GALILEO. GALILEO is Georgia's Virtual Library that provides access to 269 electronic resources including databases, reference resources, repositories, and book collections. Many of the resources provided through GALILEO are full-text. In addition to the resources provided through GALILEO, the library provides access to resources such as JSTOR, Oxford Reference Premium, Lippincott Williams & Wilkins Nursing and Health Professions Premier Collection, and shared collections of NetLibrary books.

### **Instructional Equipment**

The College uses technology to enhance student learning in numerous ways. In Brunswick, every classroom is equipped with an instructor's station that includes a networked computer with Internet access, a video/DVD player, a video projection unit, and a document projection unit. In addition, there are three classrooms equipped with video conferencing in addition to the technology described above. At the Camden Center, every classroom is also equipped with an instructor's station that includes a networked computer with internet access, a video/DVD player, a video projection unit, and document projection unit.

The institution provides two open computer labs in Brunswick and an open computer lab at the Camden Center, offering a total of 80 computers for general student use.

In addition to open computer labs, there are 13 classrooms in Brunswick and seven classrooms at the Camden Center that are equipped with networked computers for instructional use.

### **Physical Facilities**

The Hargett Administration Building, centrally located on campus, is a single-story structure containing 12,804 square feet of building space. The building contains many offices on campus utilized by students. The offices of the President, the Vice President for Academic Affairs, the Registrar, Business Office, Institutional Advancement, Institutional Research and Planning, the Vice President for Business Affairs, Financial Aid, Human Resources, Computer Services and the Brunswick Center are all located in the Administration Building. The location of these student services makes the Administration Building a one-stop shop for students who are turning in an application to attend the College, completing registration for classes, paying fees, and/or seeking financial aid assistance.

The Andrews Student Center is a student service center which supports student learning. It is a two-story building that houses the College Bookstore, vending operations, kitchen, dining rooms, and meeting rooms for student organizations including student government and college committees. Other offices include the Testing Center, Disability Services, the Student Life Office, and the office of the Vice President for Student Development Services. A large multi-purpose room is in the center of the building and is used daily for student activities. The Student Center has 22,573 square feet of building space and has had three major renovations with the addition of an elevator. The Welcome Center, the most recent renovation, serves as

the information center for both new and continuing students. Assistance and guidance is available with the application and admission process for new students, as well as advisement help for new and continuing students. Career and transfer resources are also available for all students. Computer stations for student use allow each student access to COAST, the web-based student enrollment and information retrieval system. The Minority Advising Program is also housed in the Student Center.

The Academic Building is a two story building with 25,593 square feet and has had a complete renovation in 1998. The Academic Building provides state-of-the-art science and language laboratories, computer laboratories, as well as classrooms and faculty offices. The Learning Support Department is housed on the first floor and is easily accessible to assist students in improving basic writing, reading, and math skills.

The Howard E. Coffin Health and Physical Education Building is undergoing a major renovation. When completed, the building will have approximately 46,000 square feet with two stories. The building expansion on the second floor will contain six general classrooms, eight faculty offices, and a multi-purpose room. The natatorium has been closed and will be converted into a health and fitness area along with an aerobics studio. The building houses a gymnasium with a seating capacity of 1,200 and is a center of activity for students during basketball season.

The Plant Operations Building contains offices for plant maintenance personnel and space for Central Stores and Central Receiving, maintenance shops, and a motor vehicle storage area. The newest building on campus, the Warehouse Building, was constructed in 2007 as part of a capital project to renovate the Physical Education Building. The facility provides approximately 10,000 square feet of flexible space which is currently used for classrooms and faculty offices while the Health and Physical Education Building is out of service for renovation. The facility will ultimately be used for plant operations personnel, plant operations support space, purchasing and central receiving, surplus storage, records retention, and central duplicating.

The Applied Technology Center houses classrooms, laboratories and faculty offices for drafting and design, machinist, industrial systems maintenance, and welding. This single story building has 25,587 square feet and was completed in 1975 and renovated in 1981 and 1994.

The Alfred W. Jones Science Building is a two story, 32,682 square feet structure which contains Interactive Television (ITV) classrooms, biology and physics laboratories, and general purpose classrooms. The Humanities and Social Sciences Division and the Mathematics, Science, and Physical Education Division share a support office located on the first floor. A large lecture facility with a seating capacity of 125 is also located on the first floor.

The Allied Health Building, a two-story structure with 17,470 square feet of space, houses the division office of Applied Technology and the division office of Allied Health and Nursing. The Allied Health programs, general purpose classrooms, and faculty offices are located on both the first and second floors of this building.

The Southeast Georgia Conference Center, constructed in 1991, contains 15,500 square feet and houses the office of Continuing Education. It contains a 350-seat auditorium, a catering kitchen, a computer laboratory, two large classrooms, and staff offices for Continuing Education.

The Camden Center at the Lakes, located in Camden County on 75 acres near Interstate 95, has approximately 101,793 square feet of space and provides instruction and support for the transfer programs of the University System of Georgia as well as the programs offered through the Technical College System of Georgia. The academic component of the facility supports the Associate of Arts and Associate of Science Degrees and provides two Interactive Television (ITV) classrooms for use by the College of Coastal Georgia, Armstrong Atlantic State University, and Georgia Southern University. The building also has two science laboratories, nine general purpose classrooms, a 300-seat multi-purpose auditorium, 27 faculty offices, various administrative support offices, and a conference room. It also includes a 6,632 square foot library, continuing education classrooms and computer lab, business office, student services, public safety office, plant operations, and a bookstore.

## **PART B**

### **DESCRIPTION OF ONGOING COMPLIANCE WITH THE PRINCIPLES OF ACCREDITATION**

#### **CORE REQUIREMENT ONE**

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

##### **Response**

On June 11, 2008, the Board of Regents of the University System of Georgia approved the addition of the following four baccalaureate degree programs at Coastal Georgia Community College:

- (1) Bachelor of Education/Early Childhood Education
- (2) Bachelor of Education/Middle Grades Education
- (3) Bachelor of Science of Nursing
- (4) Bachelor of Business Administration in general business

##### **Documentation**

1. Minutes of the June 10-11, 2008, Board Meeting, approving the four baccalaureate degree programs for Coastal Georgia Community College on pages 1-9, Committee on Academic Affairs, Primary Points/Summary.

#### **CORE REQUIREMENT TWO**

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

##### **Response**

The College of Coastal Georgia is a state college in the University System of Georgia whose governing board is the 18-member Board of Regents, established through Article VIII of the Georgia State Constitution. Bylaws of the Board of Regents specify that one member from each Congressional District and five at-large members shall be appointed by the Governor and

confirmed by the Senate to serve a seven year term. The institution is specifically named in the Bylaws. State law and the bylaws specifically prohibit any member of the Board from any contractual, employment or financial interest in any state college or university institution.

At its April, 2008, meeting, the Board of Regents approved a change in sector, from a two year college to a state college for the College of Coastal Georgia (formerly known as Coastal Georgia Community College).

At its June, 2008, meeting, the Board of Regents gave its approval to CCGA for a new mission statement reflecting the sector change. At this same meeting of June, 2008, the Board of Regents also gave its approval to offer the Bachelor of Science degree with a major in Early Childhood Education, a Bachelor of Science degree with a major in Middle Grades Education, A Bachelor of Science in Nursing, and a Bachelor of Business Administration.

### **Documentation**

1. Article VIII of the Georgia State Constitution, calling for the establishment of the Board of Regents of the University System of Georgia.
2. Bylaws of the Board of Regents of the University System of Georgia
3. Policy Manual of the Board of Regents of the University System of Georgia (701, 204, 702.01, 702.03, 802.03)
4. Minutes of the April 15-16, 2008, Board Meeting: Minutes of the June 10-11, 2008, Board Meeting, both provided as an illustration of the Board as a policy making body and a specific reference of the Board of Regents approval for the College of Coastal Georgia to offer the Bachelor of Science in Education Degree with a major in Early Childhood Education, the Bachelor of Science in Education Degree with a major in Middle Grades Education, the Bachelor of Science in Nursing, and the Bachelor of Business Administration.
5. List of Members of the Board of Regents

### **CORE REQUIREMENT THREE**

**The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board.**

### **Response**

Dr. Valerie Hepburn was named by the Board of Regents to serve as interim president of College of Coastal Georgia beginning July 1, 2008. Dr. Hepburn's responsibility, according to the Board of Regent Policy Manual, Section 204, is to serve as "the executive head of the institution and of all its departments." The president reports to the Chief Operating Officer of the University System of Georgia, who reports to the Chancellor of the Board of Regents, and Dr. Hepburn is not herself a member of the Board of Regents.

### **Documentation**

1. College of Coastal Georgia Organizational Chart
2. Board of Regents Policy Manual Section 204, detailing the responsibilities and duties of the President (see under Core Requirement Two).
3. Description of the President's Duties in the College of Coastal Georgia Statutes.

## **CORE REQUIREMENT FOUR**

**The institution has a clearly defined and published mission statement specific to the institution and appropriate to an institution of higher education. The mission addresses teaching and learning and, where applicable, research and public service.**

### **Response**

The College of Coastal Georgia's mission statement is featured prominently in several publications, including the Catalog of the College and the College of Coastal Georgia Fact Book. It is published on the College of Coastal Georgia Website Mission Page. The mission statement is reviewed periodically by both the college's Institutional Planning and Assessment Committee, a board based college committee representing faculty, administrators, and staff, and also the college's Academic Council to ensure that it accurately represents institutional characteristics which are specific to College of Coastal Georgia, as well as those characteristics it shares with its counterpart institutions in the University System of Georgia. Changes to the mission statement must be approved by the Board of Regents.

During the 2007-2008 academic year in response to strong community demand, faculty and administration began a review of the college's mission. A study of the area's population growth patterns and pertinent economic trends revealed the need for offering targeted baccalaureate programs of study. This new facet was added to the college's existing fourfold mission of offering pre-baccalaureate programs of study for transfer, preparation for immediate employment in a variety of technical program areas, assistance to academically underprepared students, and lifelong learning opportunities for workforce development, career enhancement, and personal enrichment. The revised mission statement was approved by the college's Institutional Planning and Assessment Committee and Academic Council on May 13, 2008. It was approved by the faculty on May 27, 2008, in a unanimous vote. The Board of Regents approved the mission change on June 11, 2008.

### **Documentation**

1. College of Coastal Georgia Mission Statement as it appears on the College of Coastal Georgia website.
2. Minutes of the Meeting of the College of Coastal Georgia Institutional Planning and Assessment Committee. (May 13, 2008)

3. Minutes of the Meeting of the College of Coastal Georgia Academic Council. (May 13, 2008)
4. Minutes of the Meeting of the College of Coastal Georgia Faculty. (May 27, 2008).
5. Minutes of the June 2008 Board Meeting, approving the mission change for College of Coastal Georgia on Pages 7-8.

## **CORE REQUIREMENT FIVE**

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

### **Response**

#### **A. Planning and Effectiveness at the College of Coastal Georgia**

During 2007, the Board of Regents commissioned a study of baccalaureate degree program access in the coastal region of Georgia. That study confirmed, as did a previous study in 1982, that the area had low educational attainment exacerbated by limited higher education options. In January 2008, the study (known as *The Morgan Report*) was issued and accepted by the Board of Regents. The study served as the catalyst for a comprehensive mission and name change for the College, in actions taken by the Board of Regents during April and June 2008. Effective July 1, 2008, the institution became a state college renamed as the College of Coastal Georgia and the Board of Regents authorized an initial array of targeted baccalaureate programs in the fields of education, business and nursing.

The mission change, in part, responded to the Board of Regents Strategic Plan (incorporated by reference herein), which was adopted by the Board in August 2007. Goal Two of the Plan charges the system with expanding capacity to service an additional 100,000 undergraduates by 2020 and to ensure program completion in key fields. Additionally, Goal Three calls for the system to increase knowledge-workers, health profession graduates and economic impact education. The mission change and transformation of the College of Coastal Georgia responds strategically to these two priorities of the governing board.

Over the academic year 2008-2009, the College of Coastal Georgia will undertake an extensive transformation of its mission, planning processes, organizational structure, and academic program offerings. This interim strategic plan with developmental goals for the year represents an initial phase in the college transformation. Following the close of the academic year, a new strategic planning process will be undertaken with the objective of completely reformulating the planning and evaluation process. To be successful, the new process must flow from the experiences, learning and accomplishments of the transformational process. As such, the academic year 2008-2009 represents a time of tactical engagement to be followed by

environmental scanning and then development of a new strategic planning and outcome assessment process. This transformation will also better prepare the college to conceive and develop a Quality Enhancement Plan in preparation for its Reaffirmation of Accreditation in 2012.

CCGA's ongoing planning process, then, will include strategic planning (five year cycle), annual planning (annual cycle), and quality enhancement planning (continuing basis defined by ongoing evaluation of progress toward improvement).

## **B. Responsibilities for Planning and Evaluation**

As noted below, a Committee on Institutional Planning and Assessment, appointed by the President, consisting of elected full-time faculty representatives and administrators, has traditionally guided planning and assessment. The Vice President for Academic Affairs and the Director of Institutional Research and Planning have co-chaired the committee.

During the 2008-2009, a new faculty governance structure is being implemented which will provide for stronger faculty leadership in assessment and institutional effectiveness. Through this process, the faculty in consultation with the administration will establish a more robust, data-driven process for institutional planning and assessment. Given the nature of the planning process for this year, the process has focused on tactical goals and completion targets. Thus, for this year, goals have been established using community input and the clear path set through the actions of the Board of Regents. Following this transitional year, a new strategic planning process will begin to drive the establishment of goals, outcomes and performance measures.

The **Committee on Institutional Planning and Assessment** has been appointed by the President and consists of elected full-time faculty representatives and administrators. Co-chaired by the Vice President for Academic Affairs and the Director of Institutional Research and Planning, the committee works with the President in strategic planning, evaluating implementation and progress annually. It is also charged with overseeing the assessment of the quality of education and academic related services at the College of Coastal Georgia. With the adoption of the new faculty bylaws, scheduled to be implemented in January 2009, a new faculty committee on institutional effectiveness will begin to oversee the process.

The **QEP Committee** will be charged and begin work in Fall 2009. It will be responsible for preparing the college's Quality Enhancement Plan. The development of this plan will involve a broad spectrum of the college community, focusing on a well defined, specific need which impacts faculty, staff, administrators, and students throughout the college.

The **Office of Institutional Effectiveness** (formerly the Office of Institutional Research and Planning) ensures continuity of an ongoing measurement and assessment program and timely reporting of results to regents, SACS, and others.

## **C. Assessment, Evaluation, and Research**

The Committee on Institutional Planning and Assessment has traditionally met to consider matters pertaining to college planning and assessment and to planning and assessment at the System level. Subcommittees of that Committee assist planning at the unit level when necessary.

The annual plan is developed using a five-column unit plan outline which also contains cost measures. The plan includes the following five points:

1. Statement of Institutional Purpose and Unit Purpose
2. Expected Outcomes
3. Assessment of Expected Outcomes
4. Results of Assessment
5. Use of Assessment Results Including Costs

#### **D. Linkage of the Planning Process with the Budget Process**

The unit plans and goals are submitted to the Committee on Institutional Planning and Assessment which reviews all plans and needed resources. Also, a presentation is given to the Committee by each Cabinet member on their respective goals and resources needed. Any questions from the Committee are addressed at this time. This process clearly links budget requests to the mission of the college, assessment results and/or to other directives, and to the System's Strategic Plan. The Committee then recommends goals for the next year's budget and submits these to the President.

The process for 2008-2009 has particular salience, in that a community needs assessment served to establish the goals. The institutional community has embraced these goals, and now is working to develop implementation plans and measures of success. The transformation allows for a maturation of faculty governance and provides for comprehensive improvement in the planning and assessment process.

Traditional strengths of the College planning and assessment program have been:

- administrative support for planning and assessment
- a process which is systematic, continuous, and comprehensive process
- establishing reasonable budget targets for funding goals set by planning and assessment processes; and
- faculty and staff cooperation and diligence.

These areas provide a strong foundation for the development of a more outcome-driven strategic planning process to guide the College in the future.

#### **OVERVIEW OF THE PLANNING CYCLE**

<b>Month</b>	<b>Planning Activity</b>
August	Planning and assessment update presented to administration/faculty during Fall Convocation Activities by the President.
September	Director of Institutional Research and Planning requests that units of the college update their assessment plan and strategic planning goals based on the results of the assessment process and formulate new expected outcomes for the assessment plan and new strategic plan goals for the Institutional Strategic Plan.
October	After review of unit assessment plans and strategic plan goal updates by the Institutional Planning and Assessment Committee, the Cabinet presents the new strategic plan goals to the Institutional Planning and Assessment Committee for their approval. Once approved, the goals are submitted to the President for the budget process.
November	Institutional Strategic Plan revised by Director of Institutional Research and Planning is posted to the college web-site, distributed to appropriate college personnel, and sent to the Office of Strategic Research and Analysis at the BOR.
December	College submits revenue projections to BOR and fee increase request documentation.
May	College budget submitted to BOR.
June	College budget completed and approved.

### **E. General Education Assessment**

For the College of Coastal Georgia, general education has served as the foundation of its academic planning and evaluation processes. The College is committed to academic excellence in the teaching and learning of all students. The faculty believe that the heart of the College is learning and they place emphasis on teaching methods that encourage students to take active roles in their own learning. In the University System of Georgia, general education consists of a group of courses known as the Core Curriculum as well as other courses and co-curricular experiences specific to each institution. General education includes opportunities for interdisciplinary learning and experiences that increase intellectual curiosity, providing the basis for advanced study. This then is the basis and strong foundation for the College's new four year programs.

Under the direction of the Vice President for Academic Affairs and the newly formed faculty Committee on Institutional Effectiveness, the academic assessment program's goal is to ensure that all academic courses and programs contribute effectively and efficiently to offering the best

possible educational outcomes to students. The six part process used begins with the General Education Outcomes which are redefined as measurable student learning outcomes; next multiple assessment methods are identified; the results of these measures are then disseminated to faculty and administrators; at that time, plans are then formulated for the improvement of student learning; next any budgetary impact is identified; and at the beginning of the next cycle, the effectiveness of the improvement once implemented is determined.

The College also has an assessment program for nonacademic units with the ultimate goal of service improvement. This process is under the leadership of the Director of Institutional Research and Planning and the oversight of the Committee on Institutional Effectiveness. It proceeds from the same conceptual base as the assessment of academic course and programs with service outcomes defined instead of learning outcomes and with the improvement of service as the primary goal. Service Outcomes are designed to describe the purposes and functions of each office or department. A variety of assessment methods are used to determine the unit's effectiveness in achieving its intended purpose and delivering the needed service. The unit then develops plans for improvement including expected budgetary impact if any. After the plans are implemented, further assessment of the service is evaluated to determine if further improvement is needed.

The assessment programs at the College of Coastal Georgia have improvement and communication as their most vital components. Transparency and feedback to all constituents are the keys in the planning and evaluation processes at the College.

#### **F. Specific Assessment of Proposed Programs**

Detailed plans for the evaluation of student achievement in each proposed program are included as Attachment 5.

#### **Documentation**

1. College of Coastal Georgia Mission Statement as it appears on the College of Coastal Georgia website.
2. CCGA Strategic Plan (2006-2011)
3. USG Strategic Plan
4. CCGA Organizational Chart (See CCGA 2006-2011 Strategic Plan)
5. CCGA Annual Assessment Report (2007-2008)
6. CCGA 2006-2007 Annual Report of Institutional Progress
7. CCGA 2007-2008 Fact Book
8. CCGA Faculty Senate Bylaws
9. Minutes of the Meeting of the College of Coastal Georgia Institutional Planning and Assessment Committee. (May 13, 2008)

10. Minutes of the Meeting of the College of Coastal Georgia Academic Council. (May 13, 2008)
11. Minutes of the Meeting of the College of Coastal Georgia Faculty. (May 27, 2008)
12. BOR Meeting Minutes, April 15-16, 2008
13. BOR Meeting Minutes, June 10-11, 2008
14. Minutes of the Meeting of the College of Coastal Georgia Faculty (September 2, 2008)

### **CORE REQUIREMENT SIX**

**NA**

### **CORE REQUIREMENT SEVEN**

**The institution...**

- i. **offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides a written justification and rationale for program equivalency.**
- ii. **offers degree programs that embody a coherent course of study that is compatible with its stated purpose and is based upon fields of study appropriate to higher education.**
- iii. **requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for the baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency.**
- iv. **provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia, or uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In all cases, the institution demonstrates that it controls all aspects of its educational program.**

**Response**

**General Education:** The freshman and sophomore years leading to admission to the program consist entirely of the Core Curriculum defined by the University System of Georgia in the Board of Regents Academic Policy Manual, Section 2.04, which emphasizes a strong general education program as one of the defining characteristics of the University System of Georgia. The Core Curriculum at the College of Coastal Georgia, as outlined by the CCGA Catalog, consists of 60 hours structured as follows:

- Essential Skills: two English Composition classes and one Mathematics class - 9 hours
- Institutional Options: 4 hours
- Humanities/Fine Arts: 6 hours
- Mathematics/Science/Technology: 11 hours
- Social Science: 12 hours
- Courses Related to Baccalaureate Major: 18 hours

Additionally, there is a physical education requirement of two hours (or up to four hours) for full time students. All classes in the core curriculum are listed in the CCGA Catalog.

**Degree Programs:** The College of Coastal Georgia currently offers 39 associate degree programs based on 60 semester credit hours. The College was approved by the BOR in June 2008 to offer four baccalaureate programs based on a minimum of 120 semester credit hours. The *BOR Academic Affairs Handbook* (Section 2.03.04: Undergraduate Degree Requirements) stipulates that baccalaureate degrees shall not exceed 120 semester hours of credit (exclusive of physical education, orientation, and Learning Support courses a college may require). Hours in a degree program beyond 120 hours require approval of the Senior Vice Chancellor for Academic Affairs of the USG. A baccalaureate degree program requires at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall. All majors must be authorized by the BOR. A.A. and A.S. degree programs shall not exceed 60 semester hours of credit (exclusive of physical education, orientation, and Learning Support courses a college may require). A.A.S. degrees and A.S. career degrees in allied health and nursing have a maximum of 70 semester hours of credit (exclusive of physical education, orientation, and Learning Support courses a college may require). These degrees must contain a minimum of 20 semester hours of general education.

CCGA's degree programs embody a coherent course of study that is compatible with the stated purpose and goals of the institution. This is reflected in numerous College publications, including the CCGA Statutes, the CCGA Catalog, the newly revised CCGA Mission Statement, and the CCGA Strategic Plan. Requirements for the proposed B.S. and B.B.A. degrees are delineated in Part B of this application, and requirements for A.A., A.S., and A.A.S. degrees are defined in the CCGA Catalog. All requirements comply with guidelines stipulated by the University System of Georgia for baccalaureate and associate degrees and the core curriculum requirements for those degrees.

The degree program approval process at CCGA follows procedures described in the CCGA Statutes and the *BOR Academic Affairs Handbook* (Section 2.03.02: New Academic Programs). The extensive review conducted on each proposed program at the institutional and system levels ensures that the new degrees fit the mission of the institution, that there is adequate need to justify the programs, that there are adequate resources to deliver the programs, and that

each program is equivalent to similar programs offered by other baccalaureate degree granting institutions. The baccalaureate proposals included as part of this application demonstrate that CCGA has met the SACS criteria for each new degree program.

All Academic degree programs offered by CCGA meet SACS and USG academic requirements.

### **Documentation**

1. CCGA Catalog
2. BOR Core Curriculum and Framework

## **CORE REQUIREMENT EIGHT**

**The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.**

### **Response**

The College of Coastal Georgia's four new baccalaureate programs will be administered through the School of Professional Education. The Dean of the School of Professional Education will be a rotating position, staffed by a member of one of the School's three Departments (Education and Teacher Preparation, Nursing and Health Sciences, Business and Public Affairs). The School of Professional Education will integrate the activities of faculty presently teaching within the departments, new department faculty to be hired, and existing faculty in Mathematics, English, Reading, Sciences, and other areas to teach relevant content classes. The college has budgeted the addition of fourteen (14) new full time faculty to be added over the next three years. By Fall 2009, the College expects to have hired 11 new faculty members as well as the two additional administrative assistants. All of the new faculty hires will be doctorally-prepared in the field in which they will teach. The attached Roster of Instructional Staff lists existing faculty who will teach classes in the program as well as qualifications of new faculty who will be hired.

The Chair of the Education Department is Dr. Kent Layton. Dr. Layton holds a Ph.D. from the University of Georgia in reading education, an MEd. from Missouri State University in reading education as well as a BSEd. in early childhood education. He has public school teaching experience at the elementary and junior high school level as well as extensive experience at the university level as a professor, clinical instructor, and administrator. His scholarly contributions include articles and professional presentations in the areas of reading and literacy, broad use of technology in literacy, and leadership issues surrounding distance learning paradigms.

The College is recruiting for the chairs of the departments of nursing and health sciences and business and public affairs. In both instances, the College anticipates hiring faculty who could be appointed at the rank of full professor. These positions will be filled before the academic year begins in fall 2009.

### **Documentation**

1. Faculty Roster
2. CCGA Statutes

## **CORE REQUIREMENT NINE**

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

### **Response**

The library at the College of Coastal Georgia is committed to supporting the educational, research, and public service programs of the College. Through the library, students and faculty have access to information resources that support learning and instruction consistent with the academic programs offered at the College.

### **Library Collection**

#### **Library and Learning Resources acquired to support a Bachelor's degree in Business Administration Program**

### **Books**

An assessment of the library's collection indicates that the College of Coastal Georgia has 374 books in subjects related to Business Administration. In addition, 730 titles were ordered recently.

The students and faculty at CCGA also have access to 9,478 electronic books in subjects related to Business with complete full-text. This includes 489 current electronic books that were added recently.

### **Journals**

GALILEO provides electronic access to full-text articles for over 27,000 journals, newspapers, and magazines. This includes electronic access to full-text articles located in 358 journals, newspapers, and magazines related to subjects in Business. The electronic journal resources in GALILEO are adequate to support a Bachelor's degree in Business Administration.

### **Electronic Resources**

Using the GIL@CCGA online library catalog (<http://gil.ccg.edu>), students and faculty may easily determine the availability and location of CCGA's resources, renew items, or request books from other University System libraries through interlibrary loan. The GIL Universal Catalog (<https://giluc.usg.edu/>) allows students to locate resources in any library collection within the University System. Through interlibrary loan, students and faculty may request to

borrow books from any University System library and have them delivered to CCGA's library. Students and faculty may also request to receive articles or books from any library in the United States through interlibrary loan. At CCGA students and faculty may submit interlibrary loan requests through the library's website using ILLIAD, a web based resource that streamlines the processing of interlibrary loan requests.

GALILEO (GeorgiA Library Learning Online) is Georgia's virtual library system providing access 24/7 to the following licensed databases in the field of Business:

- *ABI/Inform Complete*
- *Business Source Complete*
- *Hoover's Company Capsules and Profiles*
- *Legal Collection*
- *Lexis-Nexis Academic*

GALILEO provides access to over 200 databases on various subjects. Through GALILEO, students and faculty may electronically access journal articles, books and information from any computer that is connected to the Internet.

### **Library and Learning Resources acquired to support Bachelor's degrees in Early Childhood Education and Middle Grades Education**

#### **Books**

An assessment of the library's collection indicates that the College of Coastal Georgia has 1,010 books in subjects related to Early Childhood and Middle Grades Education. In addition, 1,179 titles were ordered recently.

The students and faculty at CCGA also have access to 2,152 electronic books in subjects related to Early Childhood and Middle Grades Education with complete full-text. This includes 100 current electronic books that were added recently.

#### **Journals**

Clara Gould Memorial Library has 12 journal titles in print and microform formats in subjects related to Education:

GALILEO provides electronic access to full-text articles for over 27,000 journals, newspapers, and magazines. This includes electronic access to full-text articles located in 975 journals, newspapers, and magazines related to subjects in Education. The electronic journal resources in GALILEO are adequate to support Bachelor's degrees in Early Childhood and Middle Grades Education. The following is a small sample of the full-text Education titles that are available through GALILEO:

- *American Educator* 1964-
- *American Educational Research Journal* 1964-

- *Childhood Education* 2003-
- *Clearing House* 1998-
- *Dimensions of Early Childhood* 2007-
- *Early Child Education Journal* 1997-
- *Educational Researcher* 1972-
- *Journal of Research in Childhood Education* 1997-
- *Educational Psychology* 1990-
- *Instructional Science* 2000-
- *Young Children* 2007-

### **Electronic Resources**

GALILEO (GeorgiA Library Learning Online) is Georgia's virtual library system providing access 24/7 to the following licensed databases in the field of Education

- *Education Research Complete*
- *ERIC*
- *Professional Development Collection*
- *PsycArticles*
- *Psychology & Behavioral Sciences Collection*

### **Library and Learning Resources acquired to support Bachelor's degree in Nursing**

#### **Books**

An assessment of the library's collection indicates that the College of Coastal Georgia has 374 books in subjects related to Nursing. In addition, 362 titles were ordered recently.

The students and faculty at CCGA also have access to 1,954 electronic books in subjects related to Nursing with complete full-text. This includes 262 current electronic books that were added recently.

#### **Journals**

- *Clara Gould Memorial Library has twenty-six journal titles in print and microform formats in subjects related to Nursing:*
- *American Journal of Nursing*
- *ANS: Advances in Nursing Science*
- *AORN Journal*
- *Canadian Nurse*

- *Computer Informatics, Nursing*
- *Geriatric Nursing*
- *Holistic Nursing Practice*
- *Journal of Advanced Nursing*
- *Journal of Nursing Administration*
- *Journal of Obstetric, Gynecologic, and Neonatal Nursing*
- *Journal of Psychosocial Nursing and Mental Health Services*
- *MCN, the American Journal of Maternal Child Nursing*
- *Nursing*
- *Nursing Clinics of North America*
- *Nursing Economics*
- *Nursing Educator*
- *Nursing for Women's Health*
- *Nursing Forum*
- *Nursing Law's Regan Report*
- *Nursing Made Incredibly Easy*
- *Nursing Management*
- *Nursing Outlook*
- *Nursing Practitioner*
- *Nursing Research*
- *Pediatric Nursing*

### **Electronic Resources**

GALILEO (GeorgiA Library Learning Online) is Georgia's virtual library system providing access 24/7 to the following licensed databases in the field of Nursing:

- *CINAHL Plus with Full-Text*
- *LWW Nursing Journals (OVID)*
- *Medline with Full-Text*
- *Proquest Nursing and Allied Health Source*

### **Financial plan for supporting the expansion of library resources or contracts needed for the new programs and the focus**

As the college is part of the University System of Georgia, the students and faculty already have access to extensive electronic library resources through GALILEO, Georgia's virtual library. In addition, the print resources of the libraries at all 35 institutions within the University System of

Georgia are available through GIL Express. The combined holding of all 35 institutions is 15,254,705 books. The library also provides access to interlibrary loan services to students and faculty through ILLIAD, a web-based interlibrary loan request application. The library has been a member of SOLINET (Southeastern Library Network) since 1985. SOLINET is a library consortium that facilitates shared access to catalog records, interlibrary loan services, and electronic information resources. Through SOLINET, the library participates in GOLD and LVIS. GOLD is an interlibrary loan consortium within the state of Georgia. Through GOLD, students and faculty may borrow library resources without cost from libraries throughout the state of Georgia. LVIS is an interlibrary loan consortium that allows students and faculty to borrow library resources without cost from libraries throughout the United States. The library is committed to continuing its participation in all of its existing resource sharing programs in the future.

While students and faculty already have comprehensive access to library resources through GALILEO, GIL Express, GOLD, LVIS and SOLINET, the library at the college also provides access to 51,656 books, 57,474 e-books, 30,317 electronic and print journal resources and 1,477 media titles. In addition, the library has recently acquired the following resources for the new programs:

Program	Books – print	Books – electronic
Bachelor of Science in Early Childhood or Middle Grades Education	1,179	100
Bachelor of Science in Nursing	362	262
Bachelor of Business Administration	730	489

The library has also acquired a subscription to EBSCO Host's Education Research Premier, a full-text electronic database that provides access to over 950 journals specializing in the field of education. Through GALILEO, the students and faculty already have access to the following databases:

Program	Database
Bachelor of Science in Early Childhood or Middle Grades Education	ERIC Professional Development Collection PsycInfo Psychology & Behavioral Sciences Collection

	PsycArticles
Bachelor of Science in Nursing	CINAHL Plus with Full-text Medline with Full-text Proquest Nursing and Allied Health Source LWW Nursing Journals (Ovid)
Bachelor of Business Administration	ABI/Inform Complete Business Source Complete Hospitality and Tourism Index Complete Insurance Periodicals Index Legal Collection Lexis-Nexis Academic

The library currently spends about \$25,000 per year on electronic resources and \$50,000 per year on print resources. While the library's current print holdings in monographs and serials is below the median for institutions granting Bachelors of Arts Degrees (reported in *ACRL Library Data Tables 2006*), the total number of full-text electronic journals and the total number of electronic books that students and faculty have access to significantly exceeds the median for institutions granting Bachelors of Arts Degrees. The library receives additional funds during the year for special acquisitions. As an example, during the summer 2008, \$235,000 was provided to acquire new print and electronic books in subject areas related to the new programs.

The current focus of library resource development for any program at the college is on providing access to relevant electronic resources. Such resources are provided through both consortia arrangements, and local licensing. The availability of extensive electronic resources and effective resource sharing programs enables the library to concentrate its funds on the development of print collection resources that are needed by specific programs and not available electronically. The priority is to ensure that students and faculty have access to any resource that is relevant for learning and teaching.

#### Documentation

1. Library Catalog: <http://gil.ccga.edu>
2. Galileo Databases: <http://www.galileo.usg.edu>
3. USG Universal Catalog: <http://giluc.usg.edu>

4. ACRL Library Data Tables, 2006, Summary Data Collections

**CORE REQUIREMENT TEN**

**The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the developments of its students.**

**Response**

**A. Overview:** The College of Coastal Georgia has all the support programs, services, and activities necessary to ensure the success of students in the four proposed baccalaureate programs.

The College of Coastal Georgia Mission Statement states that the college “Provid[es] activities, services and learning opportunities both inside and outside the classroom that meet the needs of the whole student within a diverse student body”. The following is a summary of the Student Development Services functions designed to promote this aspect of the College’s mission.

In support of this aspect of the College’s mission, the Student Development Services (SDS) Unit Mission Statement states “Student Development Services...provide programs, experiences and services which aid and enrich students' educational and cultural experiences, and which contribute to their intellectual, social, physical and emotional development.” The purpose of the SDS is to inform students of the resources and services available to them and provide them access to the services, to assist them in getting involved with the institution, to assist them in realizing their educational goals and to assist them in the transition to college and achieving academic success in both college and work place. The areas of Student Development Services include:

- Admissions/Records
- Athletics
- Financial Aid
- Student Life
- Student Services
- Student Success Center
- Welcome Center

**B. Admission / Records:** The purpose of the Office of the Registrar/Admissions is to “offer services and technology to assist in students’ enrollment to the College and to provide an accurate reflection of their academic progress”. Forms and processes have been developed to serve individuals who apply for educational programs at the College of Coastal Georgia. Hard copies as well as electronic files of these records are maintained. Individuals may apply for admission in person, via U.S mail or on-line at the College website.

**C. Financial Aid:** The purpose of the Financial Aid Office is to “provide access to education by providing the necessary financial services to assist them in meeting their educational goals”. The office administers federal, state and institutional financial aid awards. Students may receive grants, scholarships, on-campus employment, and/or loans.

**D. Athletics:** The purpose of the Athletics department relates to the institutional mission of providing a supportive climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students. As a unit, Athletics is to “provide experiences which complement and support student-athletes in their pursuit of a collegiate education, to provide the opportunity and encouragement to student-athletes to complete the requirement for transfer to a four year school or to complete a two-year degree which will prepare them for further study or for occupational careers and to provide them the opportunity to develop their athletic abilities in an environment consistent with high standards of academic scholarship, sportsmanship and leadership.”

To this end, the college fields two athletic teams, a new basketball program and a women’s softball program.

**E. Student Life:** The purpose of the Office of Student Life is “to involve students with the institution. This involvement includes and supports the institutional mission by offering students the opportunity to participate in co-curricular activities, community service, and campus government; to develop leadership skills to be exposed to varied cultures, ideas, arts and styles of life; to introduce constructive uses of leisure time all within the framework of institutional sponsored or co-cosponsored programs.” The Office of Student Life oversees the Student Government Association, the other campus clubs/organizations and the student publications program.

The Student Government Association represents the student body to the campus administration as well as presenting a full range of social and cultural events on the campus.

Student organizations are activated based on student interest and approval of the Student Affairs Council. Faculty and staff serve as sponsors to these organizations.

**F. Student Services:** Student Development Services houses Disability Services, Counseling Services, and the Vice President for Student Development Services. In accordance with the Americans with Disabilities Act (ADA) of 1990, Disability Services is committed to documenting and arranging for reasonable accommodations, academic advising, and registration assistance for students with documented disabilities.

**G. Student Success Center:** The mission of the Student Success Center (SSC) at the College of Coastal Georgia is to provide a broad range of activities and programs that help to ensure student success and goal attainment. The SSC is comprised of new student recruitment, testing, diversity programs, career counseling and placement, student success programs and academic advising for at-risk students.

**The Testing Program at CCGA** conducts academic assessment of prospective students in writing, reading and math using the Computer Adaptive Placement

Assessment and Support Services (COMPASS). The testing program also administers COMPASS exit examinations for the Learning Support (Developmental studies) Department, as well as College Level Examination Program (CLEP) tests, Independent Student examinations from other institutions, Institutional Based Scholastic Aptitude Testing (ISAT), and the University of Georgia mandated Regents' examination in composition and reading comprehension.

**Diversity programs at CCGA** include Torchbearers (specifically targeting African-American males), Minority Academic Social Development Association- MASDA (open to all minority students), and the Minority Advising Program – MAP (open to all minority students with a specific academic focus). The diversity programs all share the goal of helping students realize their educational goals.

**Career counseling** is offered to all students in the Student Success Center by one staff member. Career seminars are offered each semester and a computer lab is available with a full array of diagnostic and informational programs to assist students with career decisions. Two job fairs are held each academic year to assist students in seeking employment while they are enrolled at the college.

**Student success programs and academic advising for at risk students** are also part of the Student Success Center function. The Student Success Center staff will provide intentional programming and advisement for at risk students. The focus is on minority students, students admitted to the college as presidential exceptions, students identified as having high risk entrance characteristics (low placement testing scores) and students identified by instructors as experiencing academic at risk traits.

**H. Welcome Center:** The purpose of the Welcome Center is to help all students realize their educational goals by providing a “front door” for new and prospective students to CCGA and as an information resource for current CCGA students. The Welcome Center works in coordination with the Office of Student Life to provide orientation programs for new students.

The Welcome Center also provides academic advising to students with undecided majors through one fulltime staff person and other faculty and staff volunteers.

**I. Judicial Services:** Students subject to disciplinary expulsion, suspension, restitution, forced withdrawal, or a change in grade will be afforded an opportunity to have a hearing before the Student/Faculty Judicial Commission or the Vice President for Student Development Services. Students subject to less severe sanctions will have an informal disciplinary conference with the Vice President for Student Development Services or a designee.

Student Development Services receives ongoing feedback from students, faculty and staff. Student surveys, such as the 2007 Graduating *Student Satisfaction with College Programs and Services Survey (GSSWCPS)*, student clubs and organizations, and annual assessment documents provide avenues for informal as well as formal feedback opportunities. Findings from these sources are used to improve services. The Student Development Office also

updates the student affairs portions of the academic catalog based on the changing issues and needs of the students.

### **Documentation**

1. College of Coastal Georgia Student Handbook
2. College of Coastal Georgia Mission Statement (See under Core Requirement Three)
3. College of Coastal Georgia Catalog (See under Core Requirement Seven)
4. College of Coastal Georgia Graduating Student Satisfaction with College Programs & Services Survey (2007-2008)

## **CORE REQUIREMENT ELEVEN**

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

### **Response**

The College of Coastal Georgia has sufficient financial resources to support the current mission of the institution. The College has a sound financial base and has demonstrated financial stability on a consistent basis which provides appropriate resources for all programs and services. The solid financial position of the College is apparent by a review of the Annual Financial Report for the year ended June 30, 2007. In addition, the "Independent Accountant's Report on Applying Agreed Upon Procedures" for the fiscal year ended June 30, 2007 as prepared by the State of Georgia Department of Audits and Accounts further documents the stability of the finances as well as the sound fiscal management of the then named Coastal Georgia Community College.

Together with the business office at the College of Coastal Georgia, the University System Office of Fiscal Affairs has estimated the initial budget needs for all four of the college's proposed baccalaureate programs (BBA in General Business, BSEd in Early Childhood Education and Special Education, BSEd in Middle Grades Education, BSN). There are both one-time budget needs related to the change in mission and continuing budget needs owing to the new programs. An additional \$250,000 was provided in FY2008 to allow the College to enhance its learning and library resources.

FY09: \$350,000 in planning and implementation funds. These funds will be used to hire new program faculty leaders in education, business, and nursing. Development of the library collection will also be a priority.

FY10: New continuing costs of \$700,000 for additional faculty members plus an additional \$800,000 in one time start up costs for equipment, learning resources, and facility redesign.

FY11: New continuing costs of \$700,000 for additional faculty and staff support for the new programs.

Over time, the increase in enrollment will generate the funds to support the new programs. For the next two fiscal years, though, “seed funds” of approximately \$1.5 million in FY10 and \$700,000 in FY11 will be required, above the normal expected allocation for the institution.

In addition, the College has recently launched a comprehensive campus master planning process designed to scope and design the infrastructure and strategic design aspects necessary to advance the institution and its academic offerings well into the coming decade. The master planning process, which is being supported through \$250,000 in capital resources, is being directed by a campus-community steering committee. The plan should be completed by Spring 2009 and implementation activities are targeted to begin in Fall 2009.

### **Documentation**

1. Budget Estimate for First Three Years of BSEd. in ECE/Special Ed. and BSEd. in Middle Grades Ed. (Attachment 7)
2. Budget Estimate for First Three Years of BBA. (Attachment 7)
3. Budget Estimate for First Three Years of BSN. (Attachment 7)
4. 2007 Audit and Management Letter (Attachment 8)