

State Board Approval Date: _____

Implementation Date: _____

Last Updated: March 5, 2012

General Program Standards

Table of Contents

[Posted: 03/05/2012]

Foundations	
Mission	02-01-02
Goals	02-01-02
Program Objectives	02-01-03
Admissions,	
Admission Procedures	02-02-01
Process - Degree/Diploma/Certificate Programs	02-02-02
Requirements	02-02-03
Provisional Program Admissions	02-02-04
Developmental Studies	02-02-05
Assessment and Placement	02-02-06
Recruitment	02-02-07
Evaluation and Planning	02-02-08
Program Structure	
Curriculum Design	02-03-01
Program Numbering System	02-03-02
Program Consistency	02-03-03
Credentials	02-03-04
Course Code	02-03-05
Course Consistency	02-03-06
Course Category Sequence	02-03-07
Electives	02-03-08
Course Transferability	02-03-09
Program Length, Degree	02-03-10
Program Length, Diploma	02-03-11
Program Length, Technical Certificate of Credit	02-03-12
Program Evaluation And Planning	
Program Evaluation	02-04-01
Program Planning	02-04-02
Program Outcomes	02-04-03
Attrition Levels	02-04-04
Student Performance	02-04-05
Instructional Program	
Course Content	02-05-01
Course Objectives	02-05-02
Course Instruction	02-05-03
Occupation-Based Instruction	02-05-04
Evaluation of Students	02-05-05
Grading Procedure	02-05-06
Laboratory Management	02-05-07
Live Work	02-05-08
Equipment, Supplies, and Materials	02-05-09

Instructional Program	
Physical Facility	02-05-10
Nontraditional Program Delivery Mode	02-05-11
On-Line Program Delivery Mode	02-05-12

Academic Skills	
Academic Requirements	02-06-01
Employability Skills	
Job Acquisition	02-07-01
Job Retention and Advancement	02-07-02
Staff	
Faculty Qualifications and Responsibilities	02-08-01

Advisory Committee	
Function	02-09-01
Membership	02-09-02
Meetings	02-09-03
Special Needs	
Commitment	02-10-01
Equity	
Commitment	02-11-01
Health And Safety	
Commitment	02-12-01

FOUNDATIONS

Mission

Standard Number: 02-01-01

Standard Statement

A mission statement is developed to express the beliefs, values, and purpose that govern the content and conduct of each degree/diploma/certificate program.

Explanatory Comment

A statewide program mission statement is developed and provided for each program. The statewide mission statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of each program is to meet the needs of the community and employment market for training in a given instructional area.

The program mission statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

Each program has a clearly defined, written mission statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the mission statement is developed by the program faculty, the administration, and the program advisory committee.

The mission of each program is in accordance with the mission of the State Board of the Technical College System of Georgia and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The mission of each program determines the unique role the program plays in meeting the technical educational needs of the students, the community, and the employment market.

The mission of each program includes the essential elements of the mission described in the relevant program-specific standards.

The mission of each program reflects a desire to achieve educational excellence.

The mission of each program reflects a commitment to meet the needs of business and industry.

The mission of each program includes a nondiscriminatory statement pertaining to race, color, national origin, religion, sex, age, disabling condition, academic disadvantage, or economic disadvantage.

The mission statement of each degree/diploma/certificate program is approved by the administration of the institution.

The mission statement of each program is evaluated annually.

Written mission, goals, and objectives statements for each degree/diploma/certificate program are made available to the staff of the institution and the general public.

Evaluation of the mission, goals, and objectives of each program assesses congruence with requirements of the applicable accrediting agency(ies).

FOUNDATIONS

Goals

Standard Number: 02-01-02

Standard Statement

A program goals statement focuses the efforts of each degree/diploma program.

Explanatory Comment

A statewide goals statement is developed and provided for each program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the degree/diploma program seeks to attain. Goals are stated in non-quantifiable and timeless terms.

Evaluative Criteria

Each program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of each program are in accordance with the mission of the program.

The goals of each program reflect a desire to provide exemplary occupational/technical education.

The goals of each program are the basis for the development of program objectives.

The goals of each program include the essential elements of the goals set forth in the relevant program-specific standards.

The goals statement of each degree/diploma program is approved by the administration of the institution.

Written mission, goals, and objectives statements for each degree/diploma program are made available to the staff of the institution and the general public.

Evaluation of the mission, goals, and objectives of each program assesses congruence with requirements of the applicable accrediting agency(ies).

FOUNDATIONS

Program Objectives

Standard Number: 02-01-03

Standard Statement

Objectives based on established program goals are developed for each degree/diploma program.

Explanatory Comment

Statewide objectives are developed and provided for each program. The statewide program objectives may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, time specific, and operational terms.

Objectives specify the knowledge, skills, or attitudes to be acquired by students through planned instructional activities.

Evaluative Criteria

Each program has clearly defined, written objectives that are reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the program objectives is developed by the program faculty, administration, and the program advisory committee.

The objectives of each program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

The objectives of each program include student accomplishment of identified program exit point competencies.

A major objective of each program is student achievement of program exit point competencies.

The objectives of each degree/diploma program are approved by the administration of the institution.

Written mission, goals, and objectives statements for each degree/diploma program are made available to the staff of the institution and the general public.

Evaluation of the mission, goals, and objectives of each program assesses congruence with requirements of the applicable accrediting agency(ies).

ADMISSIONS

Admission Procedures

Standard Number: 02-02-01

Standard Statement

Written admission policies and procedures are implemented and disseminated by the institution.

Explanatory Comment

Persons age 16 and over who can benefit from technical and adult education services may enroll in the institution.

Persons who are not admitted to a degree/diploma/certificate program on a regular or provisional basis are eligible for placement into learning support. After overcoming skills deficits, developmental studies students are eligible for admission into degree/diploma/certificate programs on a regular or provisional basis.

Evaluative Criteria

Written admission policies and procedures implemented by the administration and faculty of the institution are in accordance with the State Board of Technical College System of Georgia policy and the designated accrediting agency(ies).

The administration and faculty develop and implement procedures regarding:

1. regular admission to a degree/diploma/certificate program;
2. provisional admission to a degree/diploma/certificate program;
3. placement into learning support; and
4. admission to special non-diploma/non-degree programs and courses (continuing education, off-campus, adult education, and others).

Admission procedures are consistent with the mission and goals of the institution.

Admission policies and procedures are nondiscriminatory ensuring that no student is excluded on the basis of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

Admission procedures are outlined for transfer students, joint enrollees, advanced placement of students, and special program students.

Clearly defined procedures regarding the academic dismissal, suspension, and readmission of students are developed by the administration and faculty.

Admission policies and procedures are clearly stated, published, and made available to potential students and the general public.

Prior to admission, students are informed of the total approximate costs of the program(s) they expect to pursue at the institution.

ADMISSIONS

Process - Degree/Diploma/Certificate Programs

Standard Number: 02-02-02

Standard Statement

The admissions process facilitates student enrollment and success in degree/diploma/certificate programs.

Explanatory Comment

Admission processes are simple and designed to encourage students to pursue appropriate occupational education.

Evaluative Criteria

The admissions process encourages students to enter degree/diploma/certificate programs in which they have a reasonable expectation of success.

The admission process for degree/diploma/certificate program applicants includes:

1. recruitment;
2. orientation to admission procedures, as needed;
3. assessment of students;
4. career advisement, as needed;
5. financial advisement, as needed;
6. procedures to assist disabled students, as needed;
7. program placement; educational plan development, as needed;
8. placement into developmental studies courses, pre-tech courses, or admission to a degree/diploma/certificate program on a provisional or regular basis; and
9. advanced placement for program admission, as needed.

The institution maintains admissions process documentation and appropriate records pertaining to all applicants.

ADMISSIONS

Admission Requirements

Standard Number: 02-02-03

Standard Statement

Statewide admission requirements, as a minimum, are implemented for each degree, diploma, and selected state standard certificate programs.

Explanatory Comment

Admission refers to regular admission into a degree/diploma/certificate granting program.

The State Board of the Technical College System of Georgia program-specific standards establish admission requirements which are valid predictors of probable student success in a given program.

Statewide program admissions requirements consider state and national occupational licensing and certifying requirements where applicable.

Evaluative Criteria

The institution develops and implements clearly stated degree/diploma/certificate admissions policies and procedures.

Locally developed program admissions standards are temporarily used in cases where no statewide program admissions requirements have been established.

Admission of students to a certificate program is contingent upon their meeting technical college and certification requirements established for that specific program and upon their proper completion of application, assessment, and placement procedures.

Admission of students to a diploma program is contingent upon their meeting statewide admission requirements established for that specific program and upon their proper completion

Admission of students to a degree program is contingent upon their meeting statewide admission requirements established for that specific program, completion of a high school diploma program or its equivalent, and proper completion of application, assessment, and placement procedures.

Admission of transfer students to a diploma program is contingent upon their meeting the following requirements:

1. regular admission and good standing at a regionally or nationally accredited diploma granting institution;
2. proper completion of application and related procedure.

Admission of transfer students to a degree program is contingent upon their meeting the following requirements:

1. regular admission and good standing at a regionally or nationally accredited degree granting institution;
2. proper completion of application and related procedures.

All degree/diploma program students achieve regular admissions status prior to graduation.

ADMISSIONS

Provisional Program Admissions

Standard Number: 02-02-04

Standard Statement

Provisional program admission requirements are implemented for each degree/diploma/certificate program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take learning support courses and certain occupational courses as designated in the program-specific standards.

Evaluative Criteria

The institution develops and implements clearly stated written policies and procedures for entry into degree/diploma/certificate programs on a provisional basis.

Provisional admission procedures are documented and uniformly applied.

Locally developed provisional program admission requirements are temporarily used in cases where no program-specific provisional admission requirements have yet been established.

Provisional admission to a degree/diploma/certificate program is afforded those students who do not meet degree/diploma/certificate program admission requirements but who meet provisional program-specific admission requirements.

All degree/diploma/certificate program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in learning support courses approved by the State Board of the Technical College System of Georgia.

ADMISSIONS

Developmental Studies

Standard Number: 02-02-05

Standard Statement

Written policies and procedures for placement into learning support and individualized special needs instruction are implemented.

Explanatory Comment

Learning support courses assist students to improve their understanding and performance in the basic skills areas of language usage, reading, and mathematics prior to regular program admission.

Learning support and individualized special needs instruction are provided by each college.

Placement into individualized special needs instruction is distinguished from eligibility for enrollment of provisionally admitted students in learning support courses.

Evaluative Criteria

Students are eligible for placement into learning support or individualized special needs instruction when the following conditions are met:

1. completion of required admissions and related procedures; and
2. non-admission to an occupational/technical program on a regular or provisional basis.

Students who are admitted to occupational/technical programs on a provisional basis are eligible to enroll in learning support courses.

ADMISSIONS

Assessment and Placement

Standard Number: 02-02-06

Standard Statement

Student assessment instruments and procedures are used for evaluation and placement of degree/diploma/certificate applicants.

Explanatory Comment

Student assessment is designed to help students select an appropriate course of study. Student placement procedures are designed to ensure students a reasonable probability of success within their chosen technical program.

Evaluative Criteria

Assessment procedures and their uses are explained to prospective students.

All applicants for admission to degree/diploma/certificate programs are evaluated to identify their capabilities. In cases where students have had appropriate assessment within the last five years, evaluation of academic achievement requires only review of prior scores.

The college utilizes approved assessment instruments and score standards for each specific program.

Assessment results are confidential and are used only for program placement and technical education purposes.

Students whose assessment results meet statewide program-specific admission requirements are placed in occupational/technical programs on a regular basis.

Students whose assessment results do not meet statewide program-specific admission requirements are placed in an occupational/technical program on a provisional basis or in

Interest and ability assessments are made available to students whose career goals are undecided.

The student services staff conducts student assessment and maintains appropriate assessment records for all program applicants.

ADMISSIONS

Recruitment

Standard Number: 02-02-07

Standard Statement

Institutional and program recruitment materials and practices are in the best interests of the students, institution, community and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the programs and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution has developed and implemented a systematic recruitment effort designed to aid people in meeting their occupational needs.

Evaluative Criteria

The recruitment effort aids in maintaining and/or increasing program and institution enrollments.

The recruitment effort of each program includes participation in or assistance with:

1. development and dissemination of informational materials;
2. recruitment activities with other programs within the institution;
3. communication with potential students through contact with employers, secondary schools, organizations, the advisory committee, and others;
4. promotion of program awareness among individuals and groups; and
5. consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, programs offered, student performance expectations, program completion requirements, and the potential benefits of program completion.

A written description of the admission requirements and procedures, tuition fees, and other costs of each degree/diploma/certificate program is made available to potential students.

The institution has a catalog and other official publications readily available to students, prospective students, and the general public. The publication(s) contains accurate information about:

1. Institutional mission and objectives
2. Admission requirements and procedures
3. Mission of each educational program
4. Basic information on programs and courses, with any required sequences and frequency of course offerings explicitly stated
5. Program completion requirements, including length of time required
6. Faculty (full-time and regular part-time listed separately) with degrees held and the conferring institution
7. Institutional facilities readily available for educational use

8. Rules and regulations for conduct
9. Tuition, fees, and other program costs
10. Opportunities and requirements for financial aid
11. Policies and procedures for refunding fees and charges to students who withdraw from enrollment
12. National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered
13. Any unique requirements for career paths, or for employment and advancement opportunities in the profession or occupation described
14. Mailing address and telephone number of regional institutional accreditation agency
15. Grading system
16. Academic calendar Standard Number

ADMISSIONS

Evaluation and Planning

Standard Number: 02-02-08

Standard Statement

An evaluation of the admissions requirements of each degree/diploma/certificate program is conducted.

Explanatory Comment

The admission requirements of each degree/diploma/certificate program are to be compatible with the admission policies and procedures of the college.

Evaluative Criteria

Program admission requirements are evaluated annually to assure compliance with the State Board of the Technical College System of Georgia policies, procedures, standards, and applicable accrediting agency requirements.

Program faculty and advisory committees will conduct an annual evaluation of program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The institution evaluates the effectiveness of provisional admission and assessment procedures in identifying students capable of benefiting from degree/diploma/certificate programs offered.

The evaluation results are used to modify the admission procedures of the institution and to recommend program admissions changes to the State Board of the Technical College System of Georgia, as needed.

PROGRAM STRUCTURE

Curriculum Design

Standard Number: 02-03-01

Standard Statement

The curriculum of each degree/diploma program includes two categories of instruction: general core courses, and occupational courses, and may include elective courses.

Explanatory Comment

General core courses provide the academic background that supports the occupational and elective courses.

Evaluative Criteria

Each degree/diploma program requires student completion of general core courses such as math, language skills, and other courses required by the State Board of the Technical College System of Georgia and the appropriate institutional and program accrediting agencies.

Each degree/diploma program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

Each degree/diploma program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Students may be offered the opportunity to take state approved elective courses in order to develop their individual interests.

The institution documents the integration of academic competencies and occupational skills into instruction for each degree/diploma/certificate program.

PROGRAM STRUCTURE

Program Numbering System

Program Number: 02-03-02

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to all the State Board of the Technical College System of Georgia degree/diploma/certificate programs.

Explanatory Comment

Assignment of a statewide CIP code to every degree/diploma/certificate program is the basis from which statewide programmatic consistency is developed.

Each degree/diploma/certificate program complies with the assigned CIP code(s) established in the relevant program-specific standards of the State Board of the Technical College System of Georgia.

Evaluative Criteria

Each authorized vocational-technical degree/diploma/certificate program is assigned a program (PGM) CIP code.

Each degree/diploma/certificate program having a given (PGM) CIP code is consistent with all other programs throughout the state which have the same (PGM) CIP code.

Degree/diploma/certificate programs having multiple specializations are assigned a specialization (SPC) CIP code for each option.

PROGRAM STRUCTURE

Program Consistency

Standard Number: 02-03-03

Standard Statement

Each degree/diploma/certificate program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Program title and description, course requirements, exit points, and minimum course credit requirements designated for each (PGM) and (SPC) CIP code are established by the program-specific standards of the State Board of the Technical College System of Georgia.

Evaluative Criteria

Each degree/diploma/certificate program is assigned a given (PGM) CIP code and utilizes essential components designated for that program number statewide. Program components designated for a given degree/diploma/certificate program (PGM) CIP code include, but are not limited to:

1. program title;
2. description;
3. essential general core, fundamental occupational/technical, and specific occupational/technical courses; and
4. minimum number of total semester credit hours required for graduation.

PROGRAM STRUCTURE

Credentials

Standard Number: 02-03-04

Standard Statement

The achievement of program graduates, completers, and non-completers is documented by the institution.

Explanatory Comment

A program graduate is a student who has demonstrated competencies required for a program and has been awarded the appropriate degree, diploma, or certificate of completion.

A program completer is a student who has acquired sufficient competencies for employment in the field of training or a related field.

A program non-completer is a student who enrolled in an institution but withdrew before acquiring sufficient competencies for employment in the field of training or a related field.

Course description documents are based on the course title, the course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards, the listing of state-approved electives, or local catalogs.

Evaluative Criteria

The institution grants a diploma, an associate degree, or a technical certificate of credit certifying satisfaction of program requirements.

Upon request, each degree/diploma/certificate program completer is provided a transcript and course description document detailing courses taken; grades; credits earned; credential awarded; and, where applicable, specialization completed.

Upon request, each degree/diploma/certificate program non-completer who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each degree/diploma/certificate program non-completer who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

PROGRAM STRUCTURE

Course Code

Standard Number: 02-03-05

Standard Statement

A statewide course identification code is applied to each degree/diploma/certificate course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All the State Board of the Technical College System of Georgia approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code. Each course shall be assigned an alphanumeric descriptor that serves as the statewide course identification code. The following criteria shall be followed in assigning the alphanumeric descriptor:

- a. The individual technical college or revision project working committee shall conduct research to determine an appropriate course number.
- b. Refer to <http://www.dtae.org/teched/standards/courses/all.html> for a listing of all TCSG approved courses.
- c. Guidelines for numbering: **
 - 1) Learning Support courses: 0090 - 0099;
 - 2) General Core courses:
 - a. Diploma courses: 1000-1099
 - b. Degree courses: 1100-2999
 - 3) Occupational courses: 1000 – 2999* (*Advanced level courses may begin with a 2000 number code.)
 - 4) Specializations: Alphanumeric descriptors should be grouped together as closely as possible.
- d. All alphanumeric identification codes shall be four letters and approved by TCSG staff prior to submission to the State Board for approval.

PROGRAM STRUCTURE

Course Consistency

Standard Number: 02-03-06

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One semester equals a minimum of seventy-five (75) instructional days. One contact hour equals a minimum of fifty (50) minutes of instruction.

One (1) semester credit hour is defined as follows:

1. class - One contact hour of class per week for the duration of a semester equals one semester credit hour; class is defined as instruction which emphasizes group or individualized classroom learning. Class instruction normally requires extensive out-of-class preparation by the student and follow-up out-of-class practice assignments.
2. demonstration laboratory (D.Lab or Lab 2) -Two contact hours of demonstration laboratory per week for the duration of a semester equals one semester credit hour; demonstration laboratory is defined as instruction which

emphasizes teacher assisted learning activities. Demonstration laboratory instruction normally requires some out-of-class preparation by the student and may require some out-of-class practice assignments.

3. practical performance laboratory (P.Lab or Lab 3) - Three contact hours of practical performance laboratory per week for the duration of a semester equals one semester credit hour; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies. Practical performance laboratory instruction normally requires only limited out-of-class preparation by the student and no out-of-class practice assignments.
4. occupation-based instruction (O.B.I.) - Three contact hours or more of occupation-based instruction per week for the duration of a semester equals one semester credit hour; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies. Occupation-based instruction normally requires only limited out-of-class preparation by the student and no out-of-class practice assignments.

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

1. course title;
2. essential course description;
3. essential competency areas taught; and
4. number of semester credit hours awarded for course completion.

PROGRAM STRUCTURE

Course Category Sequence

Standard Number: 02-03-07

Standard Statement

Each degree/diploma/certificate program requires students to progress through the two instructional course categories in a developmentally valid sequence.

Explanatory Comment

The instructional course categories are: general core courses, occupational courses, and elective courses (if applicable).

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Guidelines for developmentally valid instructional sequences are established on a program by program basis in the program-specific standards established by the State Board of the Technical College System of Georgia.

Evaluative Criteria

Each degree/diploma/certificate program encourages students to enroll in a combination of general core courses and occupational courses simultaneously.

Each degree/diploma/certificate program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Each degree/diploma/certificate program complies with the admission prerequisites established in the relevant program-specific standards.

Each degree/diploma/certificate program reflects the suggested course prerequisites established in the relevant program-specific standards.

PROGRAM STRUCTURE

Electives

Standard Number: 02-03-08

Standard Statement

Electives may be made available for each degree/diploma/certificate program, as needed.

Explanatory Comment

Students may be provided opportunities to enroll in state approved elective courses. Elective courses meet the Program Structure requirements as specified in the General Program and program specific standards.

Required courses for a given program are available to other programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

1. The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
2. The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program advisory committee and state program supervisor concerning the proposed elective(s);
3. The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
4. The administration of the institution presents the elective course proposal to the Academic Affairs' staff of the State Board of the Technical College System of Georgia;
5. The TCSG Academic Affairs' staff reviews the proposal using their established criteria for evaluating elective courses.

Electives may be made available for each degree/diploma/certificate program and elective course work may be included in the requirements for program graduation.

PROGRAM STRUCTURE

Course Transferability

Standard Number: 02-03-09

Standard Statement

Degree/diploma/certificate program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the State Board of the Technical College System of Georgia.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Degree/diploma/certificate program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the State Board of the Technical College System of Georgia.

Courses taken outside the Technical College System of Georgia are selectively accepted for transfer on the basis of similarity in competency areas as determined by the relevant program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

PROGRAM STRUCTURE

Program Length, Degree

Standard Number: 02-03-10

Standard Statement

Programs that offer an Associate Degree meet regional accreditation requirements for program length.

Explanatory Comment

The Associate Degree is conferred on students successfully completing requirements in programs of technical-occupational education.

Evaluative Criteria

The Associate Degree must be a minimum of sixty (60) semester credit hours.

PROGRAM STRUCTURE

Program Length, Diploma

Standard Number: 02-03-11

Standard Statement

Programs that offer a diploma to signify program completion meet the Technical College System of Georgia requirements for program length.

Explanatory Comment

The diploma is conferred on students successfully completing requirements in specified programs of technical-occupational education.

Evaluative Criteria

The diploma must be a minimum of thirty-seven (37) semester credit hours.

PROGRAM STRUCTURE

Program Length, Technical Certificate of Credit

Standard Number: 02-03-12

Standard Statement

Programs that offer a Technical Certificate of Credit to signify program completion meet the Technical College System of Georgia requirements for program length.

Explanatory Comment

The Technical Certificate of Credit is conferred on students successfully completing requirements in specified programs of technical-occupational education.

Evaluative Criteria

The Technical Certificate of Credit must be a minimum of nine (9) semester credit hours.

PROGRAM EVALUATION AND PLANNING

Program Evaluation

Standard Number: 02-04-01

Standard Statement

A written evaluation procedure is developed and implemented for each program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for annual evaluation purposes.

Program faculty and administrative personnel analyze student enrollment, attrition, graduation, completion, placement, and performance levels.

Evaluative Criteria

A continuous program evaluation procedure is developed and implemented by the administration of the institution, program faculty, and program advisory committee. Formal evaluation of each program is conducted and documented annually.

The program evaluation procedure is used to determine the extent to which program [goals and] objectives and outcomes are achieved.

The program evaluation results are used to determine the adequacy of existing programs to meet current occupational needs.

The program evaluation procedure is used to ascertain the consistency of the mission, goals, and objectives of the program with those of the institution, the State Board of the Technical College System of Georgia policies and procedures, and the applicable accrediting agency(ies).

The program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, completion, placement, and student performance levels.

The program evaluation procedure details the process for evaluating and documenting program relevance by consultation with program advisory committees, frequent communication with employers, analysis of placement and follow-up data, and other information sources.

Program evaluation results are used to plan and implement program improvements.

PROGRAM EVALUATION AND PLANNING

Program Planning

Standard Number: 02-04-02

Standard Statement

A written plan is developed and implemented for each program.

Explanatory Statement

The program plan allows responsiveness to the changing needs of the community and employment market.

Each program is continually evaluated at the institutional level by students, instructors, program advisory committee, and administration; from this documented data, operational and strategic program planning is developed.

Evaluative Criteria

A program plan is developed and implemented by the administration of the institution and program faculty. Formal planning for each program is conducted and documented annually.

The program plan utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The program plan provides a basis for recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The program plan considers information from appropriate national, state, and local governmental and non-governmental agencies.

The program plan considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

Documentation is provided for a verifiable range of remuneration that can reasonably be expected by students who complete each program.

The program plan considers the length and tuition of each program in relation to expected entry level earnings of program completers.

The program plan satisfies the program planning requirements of the applicable accrediting agency(ies).

PROGRAM EVALUATION AND PLANNING

Program Outcomes

Standard Number: 02-04-03

Standard Statement

An evaluation of the outcomes of each program is conducted.

Explanatory Comment

Acceptable program outcomes include enrollment, graduation, completion rates, placement levels, and job performance by completers.

A program completer is a student who has demonstrated the competencies required for a program and has been awarded the appropriate credential for completion, or has acquired sufficient competencies for employment in the field of training or a related field.

A completer is counted as a placement if s/he is employed in the field of training or a related field, enters the military, or continues her/his education.

Evaluative Criteria

Annual evaluation of the enrollment, graduation, completion, placement, and performance statistics is conducted and documented by the administration and program faculty.

Evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements and by appropriate program or institutional accrediting agencies.

Factors contributing to the outcomes of each program are identified and analyzed. Where enrollment, graduation, completion, performance, and/or placement levels are unacceptable, appropriate corrective action is taken.

PROGRAM EVALUATION AND PLANNING

Attrition Levels

Standard Number: 02-04-04

Standard Statement

An analysis of the attrition level of each program is conducted and used in evaluating and improving each program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to acquiring sufficient competencies for employment in the field of training or a related field.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of each program is compared with relevant available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of each program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified, analyzed, and appropriate corrective action is taken.

PROGRAM EVALUATION AND PLANNING

Student Performance

Standard Number: 02-04-05

Standard Statement

An evaluation of each degree/diploma/certificate program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of degree/diploma/certificate program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

INSTRUCTIONAL PROGRAM

Course Content

Standard Number: 02-05-01

Standard Statement

The essential content of each course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the State Board of the Technical College System of Georgia detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the course content reflect student, community, and employment market needs, and advances in the subject area and occupational field.

The overall content of each course is consistent with established program goals and objectives.

INSTRUCTIONAL PROGRAM

Course Objectives

Standard Number: 02-05-02

Standard Statement

Each degree/diploma/certificate program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable, performance terms.

Evaluative Criteria

The objectives of each course are derived from established program goals and objectives.

Course outlines and lesson plans are based on course objectives.

INSTRUCTIONAL PROGRAM

Course Instruction

Standard Number: 02-05-03

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, instructional technology, and others are utilized to meet program goals and objectives and enhance instructional effectiveness.

Teaching methods, strategies, materials, and procedures make provisions for individual differences, learning styles, and capabilities. Instruction should be interactive and engaging. Opportunities for remediation are provided to students as needed.

Student learning experiences include a combination of theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the program faculty as part of the instructional process.

Desirable employability skills are integrated into course instruction and are modeled by the instructor.

Academic skills are integrated into course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each course.

Instructional methods are evaluated routinely and evidence of improvement is collected and documented by the program faculty.

INSTRUCTIONAL PROGRAM

Occupation-based Instruction

Standard Number: 02-05-04

Standard Statement

Programs offer effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include supervised educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Degree/diploma/certificate programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is a degree/diploma/certificate program requirement or elective is:

1. listed as a course having a course identification code;
2. awarded course credit and requires tuition;
3. subjected to the same requirements for statewide course title, course description, and essential competency areas as any other degree/diploma/certificate program course;
4. controlled and supervised by program faculty, and/or an employee possessing appropriate instructor qualifications designated to coordinate work experience courses; and

5. managed through the use of prescribed, written individual training plans that detail required student learning and performance objectives, and appropriate agreements between institutions and work experience supervisors, including specifying the on-site employer representative responsible for guiding and overseeing student learning experiences and participating in written evaluation of the student.

Grading for OBI is based on student attainment of objectives in the training plan.

INSTRUCTIONAL PROGRAM

Evaluation of Students

Standard Number: 02-05-05

Standard Statement

A system for evaluation of students is developed and implemented by each degree/diploma/certificate program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The program student evaluation system is clearly defined in the course syllabus, provided to the student at the beginning of the course, and consistent with institutional grading policies.

The faculty of each program develops, implements, and disseminates a written student evaluation system.

The system for evaluation of students reflects the mission, goals, and objectives of the program.

The system for evaluation of students requires use of competency-based measures of student performance.

The system for evaluation of students requires use of both formative and summative student evaluation.

The system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The system for evaluation demonstrates the application of academic competencies including communication, computation, writing, critical thinking, and problem solving within the occupational areas of the program.

INSTRUCTIONAL PROGRAM

Grading Procedure

Standard Number: 02-05-06

Standard Statement

Each program implements statewide grading standards.

Explanatory Comment

Program grading varies in detail but is consistent regarding major principles.

Evaluative Criteria

The faculty of each program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading reflects the objectives of each program.

The grading of each program is used to promote student awareness of learning progress.

The grading of each program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading of each program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading of each program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 60 to 69% is a D, and 0 to 59% is an F.

The grading procedure of each program recommends the minimum course grade required for progress from specified courses to more advanced courses.

The grading procedure of each course is evaluated regularly by the program faculty and revised, as needed.

INSTRUCTIONAL PROGRAM

Laboratory Management

Standard Number: 02-05-07

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of each program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation. Where applicable, general guidelines for laboratory management are provided in the program-specific standards established by the State Board of the Technical College System of Georgia.

Evaluative Criteria

The faculty of each program that incorporates laboratory work into its curriculum develops and implements a written laboratory management system.

The laboratory management system is disseminated to program students and faculty.

Institution policy regarding safety, liability, and laboratory operation are reflected in each program laboratory management procedure.

The laboratory management system is consistent with the relevant program-specific standard guidelines for laboratory management.

The laboratory management system is consistent with the goals and objectives of the program.

The laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

INSTRUCTIONAL PROGRAM

Live Work

Standard Number: 02-05-08

Standard Statement

The faculty of each program that includes live work as part of its curriculum develops and implements a written live work plan.

Explanatory Comment

Live work is a vital component of many occupational/technical programs and is integrated into the curriculum where specific courses require laboratory experience.

Where applicable, general guidelines for live work are provided in the program-specific standards established by the State Board of the Technical College System of Georgia.

Evaluative Criteria

The faculty of each program that includes live work as part of its curriculum develops and implements a written live work plan.

Information about the live work plan of each program is made available to the entire institution.

The live work plan supports and enhances the course curricula. Live work does not replace or interrupt essential course content or sequence and seeks to avoid conflict with community businesses.

The live work plan is consistent with the relevant program specific standards guidelines for live work.

The live work plan is consistent with the mission, purpose, goals, and objectives of the program.

The live work plan details methods for publicizing services, handling customer relations, accounting, assigning work, documenting work, and/or other needed functions.

The live work plan is developed by the program faculty using input from students when possible.

The live work plan conforms to institutional regulations and is approved by the school administration.

The live work plan conforms to the live work policy of the State Board of the Technical College System of Georgia.

The live work plan is evaluated annually by the faculty of each program and revised, as needed.

INSTRUCTIONAL PROGRAM

Equipment, Supplies, and Materials

Standard Number: 02-05-09

Standard Statement

The furnishings, equipment, technology, supplies, and materials for each program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items currently used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of each program.

Students in each program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the relevant occupation. Tools and equipment reflect up-to-date industry quality standards.

The furnishings, equipment, supplies, and materials used in each program meet or exceed applicable local, state, and federal health and safety standards.

Each program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes and state law and professional practice are available and maintained in working order.

Each program requires that personal applicable safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the program are available throughout each program area.

Equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

Each program implements equipment, materials, and supplies management system that delineate proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

Each program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

INSTRUCTIONAL PROGRAM

Physical Facility

Standard Number: 02-05-10

Standard Statement

Each program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for each program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction, and other factors.

Evaluative Criteria

Space allocations for each program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for each program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for each program are arranged to separate noise-producing activities from those that require a quiet environment, expedite student traffic flow, and prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to each program on the basis of instructional needs.

Each program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for each program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet program needs.

The facility for each program is maintained regularly and operated effectively and cost efficiently.

The faculty and advisory committee of each program conduct an annual facility evaluation which contribute to the overall institutional facility review process.

INSTRUCTIONAL PROGRAM

Nontraditional Program Delivery Mode

Standard Number: 02-05-11

Standard Statement

Off-campus educational programs and those offered distance education and other nontraditional modes shall be equivalent to those programs offered on-campus.

Explanatory Comment

Instruction is planned activities directed by an instructor for the purpose of enabling students to acquire specific knowledge, skills, and/or attitudes.

A program consists of the procedures, courses, and programs offered by a school over a given period of time to develop competencies required for a specific occupation.

Evaluative Criteria

Programs offered via distance education modes shall have admission, retention and credential requirements that are qualitatively consistent with those in effect for on-campus programs.

Programs offered via distance education modes shall be approved and administered under established institutional policies and procedures, and be supervised by an administrator who is part of the institutional organization.

Programs offered via distance education modes will assure quality by having appropriate involvement of on-campus administrators and faculty in planning, approval and on-going evaluation.

The institution shall provide instructors, for programs offered via distance education modes, with qualifications commensurate with those for on-campus instructors.

Programs offered via distance education modes shall be described in appropriate catalogs, brochures and/or other promotional materials, including tuition/fee charges, refund policies, admission and academic requirements.

Programs offered via distance education modes shall have individual student records including attendance, financial, and educational progress records permanently maintained by the institution at the main campus.

INSTRUCTIONAL PROGRAM

Distance Education Program Delivery Mode

Standard Number: 02-05-12

Standard Statement

Distance Educational courses and programs offered for credit through the Georgia Virtual Technical Connection must meet accepted standards for best practice as well as the minimum program and institutional standards established by the Technical College System of Georgia.

Explanatory Comment

A Distance Education program consists of the procedures, courses and programs offered by a technical college via nontraditional internet to develop competencies for a specific occupation.

The Georgia Virtual Technical Connection shall serve as the clearinghouse for distance education instruction offered through technical colleges in Georgia.

Evaluative Criteria

Distance Education programs offered through the Georgia Virtual Technical Connection shall have admission, retention, work ethics, and credential requirements that are qualitatively consistent with those in effect for on-campus programs.

Distance Education programs offered through the Georgia Virtual Technical Connection shall have individual student records including financial aid and educational progress records permanently maintained by the program home campus.

Distance Education courses offered through the Georgia Virtual Technical Connection must meet quality assurance criteria approved by the local college offering the course.

Program instructors teaching distance education are required to initiate contact with students daily during the drop-add period and at least three times a week thereafter.

Program instructors teaching distance education must be trained in the software platform used to offer the course.

Technical colleges must ensure distance education program quality through appropriate involvement of on-campus administrators and faculty in planning, peer review, approval and on-going evaluation

ACADEMIC SKILLS

Academic Requirements

Standard Number: 02-06-01

Standard Statement

Academic achievement standards are established for each degree/diploma/certificate program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication, reading comprehension, computation, writing, critical thinking, and problem solving skills.

Learning Support courses assist students to improve their understanding and performance in the skills areas of language usage, reading, and mathematics prior to regular program admission.

Academic skills entrance and exit achievement standards are established in the program-specific standards established by the State Board of the Technical College System of Georgia.

Evaluative Criteria

Each program assigned a given CIP code number utilizes identical academic achievement standards.

Each program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers learning support to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in program courses.

Each program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

EMPLOYABILITY SKILLS

Job Acquisition

Standard Number: 02-07-01

Standard Statement

Job acquisition competency areas are integrated into the curriculum of each degree/diploma program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Employability competency areas are taught through a variety of techniques such as employability seminars offered by the program, faculty demonstrations, and institution-sponsored employability activities.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain a job.

Evaluative Criteria

The faculty of each program ensures that job acquisition competency areas are included in the curriculum.

The faculty of each program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of each program assists in providing student employment information to the job placement office.

The faculty of each program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

The media collection includes multi-media employability information appropriate for classroom and individual student use.

EMPLOYABILITY SKILLS

Job Retention and Advancement

Standard Statement: 02-07-02

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of each degree/diploma/certificate program and referred to collectively as Work Ethic.

Explanatory Comment

Work Ethic refers to the basic academic, interpersonal, reasoning, problem solving skills, and work ethic behavior that, when transferred to the occupational settings, facilitate job acquisition, retention, and advancement.

Work Ethic traits and definitions addressed in TCSG colleges are as follows:

Trait	Definition
1. Appearance	Displays appropriate dress, grooming, and hygiene.
2. Attendance	Attends class; arrives/leaves on time; notifies instructor in advance of planned absences.
3. Attitude	Demonstrates a positive outlook; demonstrates mannerly behavior; follows chain of command.
4. Character	Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
5. Communication	Displays appropriate nonverbal, verbal, and written skills.
6. Cooperation	Handles criticism, conflicts, and complaints appropriately; works well with others.
7. Organizational Skills	Prioritizes and manages time and resources effectively; demonstrates flexibility in handling change; follows directions and procedures for the work environment.
8. Productivity	Completes tasks assigned efficiently, effectively, and timely; demonstrates problem-solving capabilities.
9. Respect	Tolerates other points of view; acknowledge and appreciates rights of others, has regard for diversity.
10. Teamwork	Works collaboratively with others toward a common goal in a respectful and cooperative manner; participates appropriately as a team member.

Evaluative Criteria

The administration and faculty of each program ensures that job retention and advancement competency areas are included in the curriculum through implementation of the following essential components of a work ethic program:

Uniform Work Ethic Model

1. A uniform model for teaching, marketing, and evaluating employability skill/work ethic, utilizing appropriate student/teacher/employer interaction is being followed. Any institutionally developed work ethic model must be approved in writing by the Commissioner of TCSG.
2. The general student body is oriented on the importance of a good work ethic.
3. Work ethic instruction is conducted on a regular basis
4. A formal system is in place for instructors to give feedback to their students for exceptional or unacceptable work behavior exhibited in the class.
5. A semester work ethic grade for all non-developmental occupational courses completed is issued to students and placed in the student's permanent academic record. The assignment of a work ethic grade in developmental and general education courses is optional.

6. The grades assigned for work ethic are; exceeds expectations = 3, meets expectations = 2, needs improvement =1 and unacceptable =0.
7. The work ethic model is regularly marketed to students, faculty/staff and business/industry.
8. Students are issued a periodic progress report of their work ethic performance.

Institutionally Developed Work Ethic Model

1. Any institutionally developed work ethic model must be approved in writing by the Commissioner of TCSG.
2. The general student body is oriented on the importance of a good work ethic.
3. Work ethic instruction is conducted in a course or courses of each program for any institutionally developed work ethic model.
4. Colleges with an approved institutionally developed work ethic model adhere to their work ethic grading policy as stated in their approved institutional developed work ethic model.
5. The work ethic model is regularly marketed to students, faculty/staff and business/industry.
6. Learning outcomes for the work ethic model are included in each program. By including work ethic learning outcomes, each program teaches and assesses the 10 work ethic traits.
7. A statement will appear in each course syllabus, website, and college catalog such as the following: The Technical College System of Georgia instructs and evaluates students on their work ethic in all programs of study. Ten work ethic traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.
8. The college transcript will include a statement indicating the student has successfully completed the work ethic assessment.

Faculty Qualifications and Responsibilities

Standard Number: 02-08-01

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the TCSG Terms and Conditions of Employment and the program-specific standards established by the State Board of the Technical College System of Georgia.

Evaluative Criteria

The qualifications for each part-time (adjunct) or full-time faculty member meet the requirements of the State Board of the Technical College System of Georgia Terms and Conditions of Employment Manual, as appropriate, and the requirements of the applicable accrediting agency(ies).

Program-specific standards are used to determine the responsibilities of part-time and full-time degree/diploma/certificate program faculty.

The faculty of each program use annual staff development opportunities to assure achievement of occupational and instructional competency.

ADVISORY COMMITTEE

Function

Standard Number: 02-09-01

Standard Statement

A program advisory committee provides expert support for each degree/diploma/selected certificate program.

Explanatory Comment

A program advisory committee is established to promote interaction between the program and businesses and industries served by the program.

Faculty uses the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

Program advisory committees assist with developing strategic and operational plans.

Program advisory committees provide recommendations regarding existing degree/diploma/selected certificate course offerings.

Program advisory committees provide advice regarding curriculum content to ensure that courses relate to present and future employment needs.

Program advisory committees make suggestions regarding the modification, addition, or deletion of course offerings.

Program advisory committees support degree/diploma/selected certificate programs through public relations activities.

Program advisory committees make recommendations regarding the design and use of physical facilities.

Program advisory committees make recommendations regarding the selection and maintenance of equipment.

The program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

The program advisory committee reviews and recommends requirements for admissions, program content and length, program objectives, instructional materials and tests, equipment, technology, methods of evaluation, and level of skills and/or proficiency required for completion of new, existing, and revised programs.

The program advisory committee submits its recommendations regarding programmatic changes to the appropriate state-level technical committee for review on an annual basis.

Program faculty provides documented evidence that program advisory committee recommendations are considered with specific action taken.

ADVISORY COMMITTEE

Membership

Standard Number: 02-09-02

Standard Statement

The membership of each program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of each degree/diploma/selected certificate program, in cooperation with the administration of the institution, selects the advisory committee.

The program advisory committee includes a cross-section of representatives from program related businesses and industries.

The program advisory committee includes program related business and industry representatives who have varying occupational positions.

The program advisory committee includes faculty as ex officio members.

The program advisory committee is comprised of at least three members external to the institution.

The program advisory committee maintains a base of experienced members while acquiring new members.

The program advisory committee members are recognized for their dedication and efforts to improve the quality of education.

ADVISORY COMMITTEE

Meetings

Standard Number: 02-09-03

Standard Statement

Program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating degree/diploma/certificate programs.

Evaluative Criteria

The program advisory committee has an annual program of work on file.

The program advisory committee meets a minimum of two times annually with at least three members who are external to the institution; one of these meetings may be electronic in nature.

The program advisory committee elects officers, including a chairperson and a secretary.

The program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of each program advisory committee assists program faculty in developing the agenda for each meeting.

The program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes record progress toward a program of work.

Minutes are distributed to each program advisory committee member prior to the each meeting.

The program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The program advisory committee members are invited to make periodic classroom visits to the institution.

SPECIAL NEEDS

Commitment

Standard Number: 02-I0-01

Standard Statement

The degree/diploma/certificate program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, physically and/or mentally disabled, or are national origin minority students with limited English language skills.

The special needs requirements of the State Board of the Technical College System of Georgia meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, where needed, removal of architectural and equipment barriers, and non-restrictive career advisement.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in a degree/diploma/certificate program, in accordance with Americans with Disabilities Act requirements.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in a degree/diploma/certificate program.

Program faculty is prepared, through staff development education, to provide assistance for students with special needs.

All special needs personnel meet the State Board of the Technical College System of Georgia terms and conditions of employment.

Course objectives within the program are utilized as the basis for developing an educational plan for each disabled student under 21 years of age enrolled in a degree/diploma/certificate program.

Learning support course objectives are utilized as the basis for developing an educational plan for each disabled student placed in learning support.

Special needs students who do not meet regular program admission requirements, provisional program admission requirements, or learning support placement requirements are provided individualized special needs instruction through the learning center of the institution. Academic and occupational needs and goals are utilized as the basis for developing an educational plan for each disabled student provided with individualized special needs instruction.

EQUITY

Commitment

Standard Number: 02-11-01

Standard Statement

Each degree/diploma/certificate program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or disabling condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the State Board of the Technical College System of Georgia meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, advisement, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination policies of the instructional program comply with current State Board of the Technical College System of Georgia policy and state and federal law.

A written policy of the institution that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, national origin, religion, sex, age, or disabling condition is implemented in each program.

HEALTH AND SAFETY

Commitment

Standard Number: 02-12-01

Standard Statement

Each degree/diploma/certificate program provides a safe and healthy environment for students and staff.

Explanatory Comment

Proper health and safety conditions, equipment, practices, and procedures are available in the State Board of the Technical College System of Georgia policy and local, state, and federal law. Emergency and disaster plans, accidents reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the State Board of the Technical College System of Georgia meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the degree/diploma/certificate program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the degree/diploma/certificate program.