

POLICY: 5.1.2. (IV.D)

General Program and Program Specific Standards

Revised: March 2, 2023; June 2, 2022; and March 5, 2015.

Last Reviewed: September 30, 2022; October 23, 2020; and October 30, 2017.

Adopted: April 23, 2001.



POLICY:

In coordination with the President's Council, the Commissioner shall develop and maintain general program and program-specific standards. The State Board shall approve these standards. Each technical college shall operate in accordance with these standards.

RELATED AUTHORITY:

O.C.G.A. § 20-4-11 – Powers of Board.

O.C.G.A. § 20-4-14 – TCSG Established; Powers and Duties.

Attachment 5.1.2.a. General Program Standards

State Board Approval Date: March 2, 2023

Last Updated: March 2, 2023

General Program Standards

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ADMISSION

Admission Procedures

Standard Number: 02-01-01

Standard Statement

The college publishes, disseminates, and implements written admission policies and procedures.

Explanatory Comment

Persons aged 16 and over (and any eligible dual enrolled students) may enroll in the college.

Evaluative Criteria

Published admission policies and procedures implemented by the college are in accordance with the State Board of the Technical College System of Georgia policy and applicable regulations.

Admission procedures are consistent with the mission of the college.

Admission policies and procedures are non-discriminatory in accordance with the State Board of the Technical College System of Georgia policy.

Admission procedures are outlined for all students, regardless of enrollment status.

Clearly defined procedures for students' academic dismissal, suspension, and readmission are published.

ADMISSION

Process – Degree, Diploma, and Technical Certificate of Credit Programs

Standard Number: 02-01-02

Standard Statement

The admission process facilitates student enrollment and opportunity for success in degree, diploma, and technical certificate of credit programs.

Explanatory Comment

Admission processes are simple and designed to facilitate student pursuit of educational goals.

Evaluative Criteria

The admission process facilitates student entrance into a degree, diploma, and technical certificate of credit programs.

The admission process for a degree, diploma, and technical certificate of credit program applicants includes:

1. recruitment;
2. orientation to admission procedures, as needed;
3. assessment of students and placement;
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; and
8. Placement into learning support or admission to a degree, diploma, and technical certificate of credit program on a provisional or regular basis.

The college maintains admission process documentation and appropriate records about all applicants in accordance with the State Board of the Technical College System of Georgia policy and the TCSG Records/Retention Policy.

ADMISSION

Regular Admission Requirements

Standard Number: 02-01-03

Standard Statement

Admission requirements, as a minimum, are implemented for each degree, diploma, and technical certificate of credit program.

Explanatory Comment

The State Board of the Technical College System of Georgia's program-specific standards establishes admission requirements.

Program admission requirements consider applicable regulatory and accreditation standards.

Evaluative Criteria

The college publishes and implements clearly stated admission policies and procedures.

All degree, diploma, and technical certificate of credit program students achieve regular admission status before graduation. Students admitted into an approved basic workforce certificate can complete it without a high school diploma or equivalency. Dual enrollment students will be able to complete any certificate program prior to final certification of high school completion.

ADMISSION

Provisional Admission Requirements

Standard Number: 02-01-04

Standard Statement

Provisional program admission requirements are implemented for each degree, diploma, and technical certificate of credit program.

Explanatory Comment

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

Provisionally admitted students can take learning support courses and specific occupational courses designated in the program-specific standards.

Evaluative Criteria

The college implements clearly stated written policies and procedures for entry into a degree, diploma, and technical certificate of credit programs on a provisional basis.

Students initially admitted on a provisional basis must meet regular admission requirements before graduation.

ADMISSION

Learning Support Placement

Standard Number: 02-01-05

Standard Statement

All colleges implement written policies and procedures for placement into learning support instruction.

Explanatory Comment

Learning support courses assist students in improving their understanding and performance in language usage, reading, mathematics, and algebra.

Learning support instruction is provided by each college.

Evaluative Criteria

Students are eligible for placement into learning support instruction when the following conditions are met:

1. Completion of required admission and related procedures; and
2. Non-admission to a degree, diploma, or technical certificate of credit programs on a regular or provisional basis.

Students admitted to a degree, diploma, and technical certificate of credit programs on a provisional basis are eligible to enroll in learning support courses.

ADMISSION

Assessment and Placement

Standard Number: 02-01-06

Standard Statement

Student assessment is used for the evaluation and placement of all applicants.

Explanatory Comment

Assessment and placement are used to evaluate applicants' readiness for a program.

Evaluative Criteria

Assessment procedures and placement guidelines are explained to all applicants.

In cases where students have had appropriate assessments within the last five years, evaluation of academic achievement requires only a review of prior scores.

The college utilizes approved assessment instruments, and TCSG minimum cut score standards or justified higher score standards for each specific program.

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

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

The college staff conducts student assessments and maintains appropriate assessment records as outlined in TCSG Records/Retention Policy.

ADMISSION

Recruitment

Standard Number: 02-01-07

Standard Statement

Program recruitment materials and practices are in the best interests of the students, college, community, and employment market and meet applicable regulatory and accreditation standards.

Explanatory Comment

Recruitment efforts inform potential students of programs and services provided by the college.

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

The college develops and implements a systematic recruitment effort designed to aid potential students in meeting their educational and employment needs.

Evaluative Criteria

The recruitment effort aids in maintaining and/or increasing program and college 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 college;
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, accurate, and meet applicable regulatory and accreditation standards in depicting the college, 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, and technical certificate of credit program is made available to potential students.

The college provides a current catalog and other official publications readily available to students, prospective students, and the general public. The publications contain accurate information, including:

1. college mission;
2. admission requirements and procedures;
3. program description 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. Full-time faculty with degrees held and the conferring institution;
7. rules and regulations for student conduct;
8. tuition, fees, and other program costs;
9. opportunities and requirements for financial aid;
10. Policies and procedures for refunding fees and charges to students who withdraw from enrollment;
11. National and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered;
12. Any unique requirements for career paths or employment and advancement opportunities in the profession or occupation described;
13. contact information of regional or national accreditation agencies;
14. grading system; and
15. Academic calendar.

ADMISSION

Admission Requirements Evaluation

Standard Number: 02-01-08

Standard Statement

The admission requirements of each degree, diploma, and technical certificate of credit program are published and evaluated.

Explanatory Comment

The admission requirements of each degree, diploma, and technical certificate of credit program are compatible with the college's admission policies and procedures.

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.

PROGRAM STRUCTURE

Curriculum Design

Standard Number: 02-02-01

Standard Statement

The curriculum of each degree program includes general education and occupational courses and may include elective courses.

The curriculum of each diploma program includes basic skills and occupational courses and may include elective or general education courses.

Each technical certificate of credit program curriculum includes occupational courses and may include general education or basic skills courses.

Explanatory Comment

General education, fundamental skills, and program courses embody a coherent program of study.

Evaluative Criteria

Each degree/diploma program requires student completion of general education/introductory skills courses required by the State Board of the Technical College System of Georgia and the appropriate institutional and program regulatory and accrediting agencies.

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

The college documents the integration of academic competencies and occupational skills into instruction for each degree, diploma, and technical certificate of credit program.

PROGRAM STRUCTURE

Program Numbering System

Standard Number: 02-02-02

Standard Statement

A major code is applied to all the State Board of the Technical College System of Georgia degree, diploma, and technical certificate of credit programs.

Explanatory Comment

Assignment of a state-wide major code to every degree, diploma, and technical certificate of credit program is the basis from which state-wide programmatic consistency is developed.

Each degree, diploma, and technical certificate of credit program complies with the assigned major code(s) established in the relevant program-specific standards of the State Board of the Technical College System of Georgia.

Evaluative Criteria

Each authorized degree, diploma, and technical certificate of credit program is assigned a program major code.

Each degree, diploma, and technical certificate of credit program having a given major code is consistent with all other state programs with the same major code.

Degree, diploma, and technical certificate of credit programs having multiple specializations are assigned a specialization code for each option.

PROGRAM STRUCTURE

Program Consistency

Standard Number: 02-02-03

Standard Statement

Each degree, diploma, and technical certificate of credit program utilizes standards and competencies consistent with state-wide program requirements.

Explanatory Comment

Programs that have an identical major code are consistent state-wide.

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

Evaluative Criteria

Each degree, diploma, and technical certificate of credit program is assigned a state-wide major code and utilizes essential standards and competencies designated for that state-wide major code. Program components designated for a given degree, diploma, and technical certificate of credit program major code include, but are not limited to:

1. program title;
2. description;
3. essential general education, fundamental skills, and occupational courses (as applicable); and
4. The minimum number of total semester credit hours required for graduation.

PROGRAM STRUCTURE

Credentials Conferred

Standard Number: 02-02-04

Standard Statement

The college documents awards conferred to all graduates.

Explanatory Comment

A graduate student has received at least one award (degree, diploma, or technical certificate of credit).

A leaver is a student who enrolled in a major program of study and was not coded as a special admit or transient, did not graduate from that major, and is no longer enrolled in the major for two consecutive terms.

Evaluative Criteria

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

Upon request, each degree, diploma, and technical certificate of credit program graduate or leaver is provided a transcript detailing courses taken, grades, credits earned, a credential awarded, and where applicable, specialization completed or courses entered and not completed (as appropriate).

PROGRAM STRUCTURE

Course Code

Standard Number: 02-02-05

Standard Statement

A state-wide course identification code is applied to each course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

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

Evaluative Criteria

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

1. All course prefix codes shall be four letters approved by TCSG staff before submission to the State Board for approval.
2. Guidelines for numbering: **
 - 1) Learning Support courses: 0090 - 0099;
 - 2) General Education courses:
 - a. Diploma courses: 1000-1099
 - b. Degree courses: 1100-2999
 - 3) Program courses: 1000 – 2999* (*Advanced level courses may begin with a 2000 number code.)
 - 4) Specializations: Alphanumeric descriptors should be grouped as closely as possible.
3. The individual technical college or revision project IFCC working committee shall conduct research to recommend an appropriate course number prefix and course number for institutionally developed courses.

Note: (refer to the TCSG curriculum database)

PROGRAM STRUCTURE

Course Consistency

Standard Number: 02-02-06

Standard Statement

Courses with a given course identification code are consistent throughout TCSG.

Explanatory Comment

Courses with the same course identification code are consistent; all credit hour requirements for lecture and lab are met.

Note: Federal Definition of the Credit Hour. Credit hour, as defined in the U.S. Department of Education guidance to institutions and accrediting agencies regarding credit hour as defined in the final regulations published on October 29, 2010.

“An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for the one-quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

One distance or blended course credit is defined as an equivalent amount of instruction and student work leading to equivalent learning outcomes as required for a traditional class.

Note: Practicum: A course designed to give students supervised practical application of previously studied theory.

Internship: A course designed to give students supervised, practical training.

Clinical: A course designed to give students opportunities for the direct, supervised observation and treatment of patients/clients.

Evaluative Criteria

Each course assigned a given course identification code utilizes the listed components identical to those designated for that course identification code state-wide.

1. course title;
2. essential course description;
3. Crucial competency areas were taught
4. , and several semester credit hours were awarded for course completion.
5. Credit hour requirements for lectures and lab are

met. Specific Computations are as follows:

Lecture: 750 minutes of lecture is one credit hour unit

Lab 2: 1500 minutes of 2-1 lab time is one credit hour unit

Lab 3: 2250 minutes of 3-1 lab time is one credit hour unit

Note: Lab is any learning activity not explicitly designated as a lecture. Activities can include but are not limited to demonstration, practicum, internship, or clinical (see definitions below). Designation of activity as Lab 2 or Lab 3 is at the discretion of the course developer.

Demonstration – teacher-assisted learning activities typically require out-of-class preparation by the student and may require out-of-class practice assignments.

Practicum – an instruction that emphasizes structured activities requiring application and practice of occupational competencies. Typically requires only limited out-of-class preparation by the student and no out-of-class practice assignments.

Internship or Clinical – an instruction that emphasizes supervised work-experience activities requiring the application of occupational competencies. Typically requires only limited out-of-class preparation by the student and no out-of-class practice assignments. Clinical is normally associated with health sciences technology-related programs.

PROGRAM STRUCTURE

Course Category Sequence 02-02-07

Standard Statement

Each degree, diploma, and technical certificate of credit program requires students to progress through the instructional course categories in a developmentally valid sequence.

Explanatory Comment

As applicable, the instructional course categories are general education, basic skills, program, and elective courses.

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, and technical certificate of credit program requires students to complete practical prerequisite courses before enrolling in subsequent courses (if applicable).

Each degree, diploma, and technical certificate of credit program comply with the admission requirements established in the relevant program-specific standards.

Each degree, diploma, and technical certificate of credit program reflects the suggested course prerequisites established in the relevant program-specific standards.

PROGRAM STRUCTURE

Electives

Standard Number: 02-02-08

Standard Statement

Electives may be made available for each degree, diploma, and technical certificate of credit program.

Explanatory Comment

Students may be provided opportunities to enroll in elective courses per relevant program-specific standards.

Evaluative Criteria

Elective courses are documented in the TCSG curriculum database and the college catalog.

PROGRAM STRUCTURE

Course Articulation and Transfer

Standard Number: 02-02-09

Standard Statement

Degree, diploma, and technical certificate of credit program courses are transferable subject to the determination of the receiving college, assuring that accreditation requirements are met.

Explanatory Comment

The receiving college evaluates program courses based on similarity in competency areas and SACSCOC requirements for faculty credentials.

Non-traditional course credit may be awarded by prior learning assessment based upon military and/or industry training courses or experience where appropriate and in accordance with SACSCOC guidance.

Evaluative Criteria

Course credit may be awarded for courses completed with a "C" or better from a college, university, or other postsecondary institution accredited by a regional or national accrediting agency recognized by the U.S. Department of Education.

Note: Reference State Board Policy # IV. J. Articulation and Transfer

PROGRAM STRUCTURE

Program Length, Degree

Standard Number: 02-02-10

Standard Statement

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

Explanatory Comment

The Associate Degree is conferred on students completing requirements in programs of study.

Evaluative Criteria

The Associate Degree program length is generally between sixty (60) to seventy-three (73) semester credit hours.

PROGRAM STRUCTURE

Program Length, Diploma

Standard Number: 02-02-11

Standard Statement

Programs that offer a diploma meet the Technical College System of Georgia requirements for program length and applicable accrediting agencies.

Explanatory Comment

The diploma is conferred on students completing requirements in specified programs of study.

Evaluative Criteria

The diploma program length is generally between thirty-seven (37) to fifty-nine (59) semester credit hours.

PROGRAM STRUCTURE

Program Length, Technical Certificate of Credit

Standard Number: 02-02-12

Standard Statement

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

Explanatory Comment

The Technical Certificate of Credit is conferred on students completing requirements in specified programs of study.

Evaluative Criteria

The Technical Certificate of Credit program length is generally between nine (9) to thirty-six (36) semester credit hours.

PROGRAM STRUCTURE

Program Learning Outcomes

Standard Number: 02-02-13

Standard Statement

The college develops program learning outcomes for each degree, diploma, and technical certificate of credit program.

Explanatory Comment

The college defines and develops program learning outcomes.

Program learning outcomes include measurable, time-specific, and operational terms.

Program learning outcomes include knowledge, skills, or attitudes to be acquired by students through planned instructional activities.

Evaluative Criteria

Each program, as defined by the college, has clearly defined, written program learning outcomes that are reviewed by the program faculty, the administration, and the program advisory committee.

The program faculty, administration, and the program advisory committee develop any addition to the program learning outcomes.

Course outlines and lesson plans are based on program learning outcomes.

PROGRAM PLANNING AND EVALUATION

Program Planning and Evaluation

Standard Number: 02-03-01

Standard Statement

The college implements an institution-wide planning and evaluation process.

Explanatory Statement

An operational plan, based on evaluation results, is developed and implemented for each program, as defined by the college.

An operational plan should be based on data collected from, but not limited to, students, graduates, faculty, program advisory committee, employers, and administration.

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

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

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

Evaluative Criteria

The college develops and implements an operational program plan, and formal planning and evaluation for each program are conducted to ensure program effectiveness.

The operational plan utilizes program evaluation to provide sufficient size, quality, and scope to meet community and employment market needs.

PROGRAM PLANNING AND EVALUATION

Program Performance Outcomes Evaluation

Standard Number: 02-03-02

Standard Statement

The college conducts an annual evaluation of each program's performance outcome.

Explanatory Comment

Acceptable program performance outcomes include but are not limited to enrollment, retention rates, completion rates, award production, and placement levels.

Criteria for program performance outcomes should be based upon established thresholds.

Evaluative Criteria

Evaluation of the program assessment measures and performance outcomes is conducted and documented by the administration and program faculty.

Factors contributing to the outcomes of each program are identified and analyzed. Where enrollment, retention rates, completion rates, award production, placement levels, and other college-identified program issues are unacceptable, appropriate corrective action is taken.

INSTRUCTIONAL PROGRAM

Course Content

Standard Number: 02-04-01

Standard Statement

The essential content of each course is consistent state-wide for courses having the same alphanumeric 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 learning outcomes.

INSTRUCTIONAL PROGRAM

Course Instruction

Standard Number: 02-04-02

Standard Statement

Faculty will use instructional techniques and resources suitable to the course competencies.

Explanatory Comment

Various instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations organize instruction.

Instructional materials such as competency tests, textbooks, instruction sheets, audiovisuals, instructional technology, and others are utilized to meet program learning outcomes and enhance instructional effectiveness.

Teaching methods, strategies, materials, and procedures provide 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.

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

Desirable employability skills are integrated into program course instruction.

Likewise, academic skills are integrated into program course instruction.

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

INSTRUCTIONAL PROGRAM

Occupation-based Instruction

Standard Number: 02-04-03

Standard Statement

Programs offer effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include labs, practica, internships, and clinical.

Occupation-based instruction is defined in the following manner:

1. **Lab:** any learning activity that is not explicitly designated as a lecture. Activities can include, but are not limited to;
2. **Demonstration:** teacher-assisted learning activities, typically requiring some out-of-class preparation by the student and may require out-of-class practice assignments;
3. **Practicum:** instruction that emphasizes structured activities requiring application and practice of occupational competencies. Typically requires only limited out-of-class preparation by the student and no out-of-class practice assignments; and
4. **Internship or Clinical:** instruction that emphasizes supervised work-experience activities requiring the application of occupational competencies. Normally requires only limited out-of-class preparation by the student and no out-of-class practice assignments. Clinical is normally associated with health technology-related programs.

Degree, diploma, and technical certificate of credit programs that require occupation-based instruction are based on designated essential competency areas and courses for the given program.

Evaluative Criteria

Any occupation-based instructional experience that is a degree, diploma, and technical certificate of credit program requirement or elective are:

1. Listed as a course having a course identification code;

2. Awarded course credit and requires tuition;
3. subjected to the exact minimum requirements for state-wide course title, course description, and essential competency areas as any other degree, diploma, and technical certificate of credit 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 colleges and work experience supervisors, including specifying the on-site employer representative responsible for guiding and overseeing student learning experiences and participating in the written evaluation of the student.

Grading for labs, practica, internships, and clinical is based on student attainment of course competencies.

INSTRUCTIONAL PROGRAM

Evaluation of Students

Standard Number: 02-04-04

Standard Statement

Faculty develops and implements a system for evaluation of students for each degree, diploma, and technical certificate of credit program.

Explanatory Comment

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

Evaluative Criteria

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

Evaluation of students is competency-based using tests and other evidence.

Evaluation of students uses formative and summative assessments.

Evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains (as applicable).

Evaluation of students demonstrates the application of one or more academic competencies, including communication, computation, critical thinking, reading comprehension, and problem-solving within the occupational areas of the program.

INSTRUCTIONAL PROGRAM

Grading Procedure

Standard Number: 02-04-05

Standard Statement

Each program implements the state-wide grading scale.

Explanatory Comment

Course grading procedures are published in the course syllabus.

Evaluative Criteria

The faculty of each program develops, implements, and disseminates a written grading system that incorporates state-wide 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 occupational courses is based on documented measures of student knowledge, practical application of knowledge, and the approved college work ethic model for 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 the 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 program faculty regularly evaluates each course's grading components and revises them as needed.

INSTRUCTIONAL PROGRAM

Laboratory Management

Standard Number: 02-04-06

Standard Statement

A system for instructional laboratory management is developed and implemented by each program's faculty.

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

Each program's faculty 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.

Each program's laboratory management procedure reflects college safety, liability, and laboratory operation policy.

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: 02-04-07

Standard Statement

Each program's faculty 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, relevant to state ethics laws.

Evaluative Criteria

The college will maintain:

1. a list of programs that are eligible to perform live work;
2. a list of the type of work that may be performed;
3. definitions of the type and scope of Live Work Projects which may be performed for profit and those for which the college will only be reimbursed for actual costs associated with the project;
4. prioritized list of persons for whom live work may be performed (i.e., faculty, staff, students, the general public);
5. established parameters within which live work may be conducted (i.e., business hours, school days, etc.);
6. a statement that live work shall always involve student participation and that live work may not be performed solely by instructors;
7. procedures that must be followed when live work is conducted (scheduling procedures, forms, etc.);
8. a statement to inform the customers that they assume the risk of the work being performed;
9. that the students and facilities may not be used for personal gain or profit;
10. the costs related to the services (i.e., fees and/or purchase of parts/supplies) for the customer;
11. that live work projects shall not be of a production nature and do not compete with private enterprises
12. , and that all Live Work Projects shall comply with the Governor's Executive Order on Ethics.

Note: Reference State Board Policy # IV. M. Live Work Projects-VI. Procedure

INSTRUCTIONAL PROGRAM

Resources, Equipment, and Facilities

Standard Number: 02-04-08

Standard Statement

Each program's resources, equipment, and facilities are sufficient, appropriate, and adequately maintained to support safe and practical instruction.

Explanatory Comment

Program resources, equipment, and facilities are appropriate to the occupation and facilitate learning outcomes used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained resources, equipment, and facilities are available to meet the program's learning outcomes.

Students in each program use instructional equipment, tools, materials, and supplies comparable to those currently used in the relevant occupation. In addition, tools and equipment reflect up-to-date industry quality standards.

Program resources, equipment, and facilities meet or exceed 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.

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

Each program delineates 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 to evaluate equipment, materials, and supplies' adequacy, safety, and management.

INSTRUCTIONAL PROGRAM

Physical Facility

Standard Number: 02-04-09

Standard Statement

Each program is provided with adequate and appropriate facilities.

Explanatory Comment

Program resources, equipment, and facilities are appropriate to the occupation, student enrollment, and program learning outcomes.

Evaluative Criteria

Space allocations for each program are appropriate for the number of students enrolled and the 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 based on instructional needs.

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

The facility for each program is maintained regularly and operated efficiently (economically) and effectively.

Each program's faculty and advisory committee conduct an annual evaluation, which contributes to the overall college facility review process.

INSTRUCTIONAL PROGRAM

Distance Education and Blended Delivery Mode

Standard Number: 02-04-10

Standard Statement

Distance Education courses will be designed, developed, and delivered in accordance with applicable regulatory and accrediting body guidelines, policies, and standards.

Explanatory Comment

Distance education courses are defined as educational processes in which the majority of the instruction (interaction between students and instructors and among students) occurs when the students and instructors are not in the exact location.

Distance Education courses are coded as follows:

Blended (Banner code "BL"): Blended courses are distance learning courses with the majority of the course content, activities and interactions occurring online (>50% but <100% online) but may require students to come on campus for specific labs, assignments, activities, or events. Blended courses must detail any on-site course components in the course catalog.

Online Synchronous (Banner code "OS"): Courses taught fully online synchronously with course content, activities and interactions occurring entirely online. This delivery method requires students to be online at specific dates/times during the term. Online synchronous courses may require proctored events, which must be detailed in the course catalog.

Online Asynchronous (Banner code "OA"): Courses taught fully online asynchronously with course content, activities and interactions occurring entirely online. This delivery method does not require students to be online at specific dates/times, and students may participate in class activities and complete course assignments asynchronously. Flex courses that that

allow students the option of coming on campus, taking the course online synchronously, or taking it online asynchronously should be coded as online asynchronous ('OA') provided that the student is not required to be online or on campus at specific dates or times during the term. Online asynchronous courses may require proctored events, which must be detailed in the course catalog.

Evaluative Criteria

Distance education/blended courses shall have registration, enrollment, retention, work ethics, and credential requirements that are qualitatively consistent with those in effect for on-campus courses.

The responsible office/department for distance education is identified in the organizational structure.

Distance education/blended courses must meet quality assurance criteria approved by the local college.

Students must initiate contact with the program instructors teaching distance education/blended courses during the drop-add period and maintain good contact throughout the term, as identified by the local college.

Program instructors teaching distance education/blended courses are trained in the software platform used to offer the course.

Program instructors teaching distance education/blended courses are trained in designing and delivering content at a distance.

Deans/directors/program chairs are trained on distance education/blended course evaluation processes and procedures as identified by the local college.

Technical colleges ensure distance education/blended program quality through methods such as:

1. appropriate involvement of on-campus administrators;
2. inclusion of faculty in planning, design, and evaluation;
3. peer review;
4. initial and reoccurring approval process and procedure;
5. on-going (continual) evaluation process(es); and
6. Periodic review and update of courses/programs.

Colleges offering distance education must document the following:

1. demonstrate that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of the student who participates in class or coursework by using such methods as (a) secure login and passcode, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification;
2. have a written procedure for protecting the privacy of students enrolled in distance education courses or programs; and
3. have a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

ACADEMIC SKILLS

Academic Requirements

Standard Number: 02-05-01

Standard Statement

Academic achievement standards are established for each degree, diploma, and technical certificate of credit program.

Explanatory Comment

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

Learning Support courses assist students in improving 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 major 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 college offers to learn support to students who do not meet academic achievement standards for program admission.

In addition, the college offers a required general core curriculum consisting of academic instruction (if applicable).

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: 02-06-01

Standard Statement

Job acquisition competency areas are integrated into each degree, diploma, and technical certificate of the credit program curriculum.

Explanatory Comment

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

Employability refers to the basic academic, interpersonal, and critical thinking skills that facilitate job acquisition, retention, and advancement when transferred to the occupational setting.

Employability skills are taught through various techniques such as employability seminars offered by the program, faculty demonstrations, labs, practica, internships, clinicals, live work, and college-sponsored employability activities.

Evaluative Criteria

Each program's faculty, excluding general education, fundamental skills, and learning support, ensures that job acquisition competency areas are included in the curriculum.

Each program's faculty 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.

Each program's faculty assists in providing student employment information to the career services office.

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

EMPLOYABILITY SKILLS

Job Retention and Advancement

Standard Statement: 02-06-02

Standard Statement

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

Explanatory Comment

Work Ethic refers to the basic academic, interpersonal, critical thinking skills, and work ethic behavior that facilitates job acquisition, retention, and advancement when transferred to occupational settings.

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 the 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; acknowledges and appreciates rights of others, has regard for diversity.
10. Teamwork	Works collaboratively with others toward a common goal respectfully and cooperatively; participates appropriately as a team member.

Evaluative Criteria

The administration and faculty of each program, excluding general education, fundamental skills, and learning support, ensure that job retention and advancement competency areas are included in the curriculum through the implementation of the following essential components of a work ethic program:

Uniform Work Ethic Model

1. A uniform work ethic 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 toward the importance of a good work ethic.
3. Work ethic instruction is conducted regularly.
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 toward 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. Each program teaches and assesses the ten work ethic traits by including work ethic learning outcomes.
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 completed the work ethic assessment.

STAFF

Faculty Qualifications and Responsibilities

Standard Number: 02-07-01

Standard Statement

Credentialed faculty are responsible for the program learning outcomes.

Explanatory Comment

Guidelines for faculty credentials and responsibilities are outlined in applicable policies and procedures of the State Board of the Technical College System of Georgia, SACSCOC Principles of Accreditation, and other applicable accrediting and regulatory agencies.

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, as appropriate, and the requirements of the applicable accrediting and regulatory agency(ies).

Each program's faculty use annual staff development opportunities to maintain occupational and instructional competency.

ADVISORY COMMITTEE

Function

Standard Number: 02-08-01

Standard Statement

A program advisory committee provides expert support for each program area.

Explanatory Comment

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

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

Evaluative Criteria

Program advisory committees assist in the evaluation of strategic and operational plans.

Program advisory committees review and recommend requirements of the existing degree, diploma, and technical certificate of credit 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 modifying, adding, or deleting course offerings. In addition, 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 evaluating program effectiveness, job development, job placement, program promotion, evaluation concerning standards, program advocacy, and industrial support.

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 to complete new, existing, and revised programs.

College administration provides documented evidence that program advisory committee recommendations are considered with a specific action taken.

ADVISORY COMMITTEE

Membership

Standard Number: 02-08-02

Standard Statement

Each program advisory committee member represents 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 program area, in cooperation with the college administration, selects the advisory committee.

The program advisory committee includes representatives from program-related businesses and industries.

The program advisory committee includes program-related business and industry representatives with varying occupational positions.

The program advisory committee comprises at least three members external to the college (graduates of the program should not comprise a majority of the committee).

ADVISORY COMMITTEE

Meetings

Standard Number: 02-08-03

Standard Statement

Program advisory committees have an annual 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 the file.

The program advisory committee follows an agenda developed from the annual work program, which is distributed to members before each meeting.

The program advisory committee meets at least twice annually with at least three members present who are external to the college; one of these meetings may be electronic.

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

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

Minute's record progress toward a program of work.

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 college.

SPECIAL STUDENT POPULATIONS

Commitment

Standard Number: 02-09-01

Standard Statement

The degree, diploma, and technical certificate of credit program are committed to providing technical education to special student populations.

Explanatory Comment

Special student populations are those who are:

1. Individuals with disabilities;
2. individuals from economically disadvantaged families, including foster children;
3. individuals preparing for non-traditional fields;
4. single parents, including single pregnant women;
5. displaced homemakers; and
6. individuals with limited English proficiency

Requirements to meet the unique needs of students meet or exceed all relevant local, state, and federal legislation.

This legislation includes, but is not limited to, approved accommodations, removal of architectural and equipment barriers, and non-restrictive career advisement.

Evaluative Criteria

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

Special student populations are provided exceptional services and assistance to access programs.

Students with physical and/or intellectual or developmental disabilities are provided exceptional services and assistance to have equal access to a degree/diploma/ technical certificate of credit program under Americans with Disabilities Act requirements and Section 504 of the Rehabilitation Act.

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

Program faculty are prepared to provide equal access for special populations students through staff development education and assistance from the Disability Services and Special Populations offices.

All personnel responsible for special student populations follow the applicable policies and procedures of the State Board of the Technical College System of Georgia.

Course objectives within the program are utilized to develop an educational plan for each disabled student enrolled in a program or in learning support.

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

EQUITY

Commitment

Standard Number: 02-10-01

Standard Statement

Each degree, diploma, and technical certificate of credit 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 based on race, color, creed, national or ethnic origin, religion, gender, age, or disability 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 include, but is not limited to, mandates for equitable admissions practices, advisement, employment, grievance procedures, and leave; non-discriminatory 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.

College policy ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, creed, national or ethnic origin, religion, gender, age, or disability implemented in each program.

HEALTH AND SAFETY

Commitment

Standard Number: 02-11-01

Standard Statement

Each degree, diploma, and technical certificate of credit program provides students and staff with a safe and healthy environment.

Explanatory Comment

Appropriate 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/regulations. In addition, emergency plans, incident reports, and emergency drill procedures are outlined by various authorities, including the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources, among others.

Health and safety provisions required by the State Board of the Technical College System of Georgia meet or exceed appropriate local, state, and federal law. Health and safety plans required by the State Board of the Technical College System of Georgia Policy include the following:

1. Emergency Operations and Safety Plan;
2. Exposure Control Plan; and
3. Hazard Communication Program Plan (with associated Biennial Hazardous Chemical List).

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the degree, diploma, and technical certificate of credit 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, and technical certificate of credit program. Current, approved health and safety plans, including the Emergency Operations and Safety Plan, Exposure Control Plan; and Hazard Communication Program Plan (with associated Biennial Hazardous Chemical List), are available and posted appropriately.