“A Unit of the Technical College System of Georgia”

PROGRAM DEVELOPMENT, ANALYSIS, AND TERMINATION PLAN

http://www.southeasterntech.edu

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INTRODUCTION

Southeastern Technical College (STC), as part of the Technical College System of Georgia, operates under a system that revolves around quality enhancement of programs and services. In fulfilling the mission of providing...an innovative, educational environment for student learning through traditional and distance education delivery methods focused on building a well-educated, globally competitive workforce for Southeastern Georgia.

The College fulfills its mission through:

- associate degree, diploma, and technical certificate of credit programs;
- adult education;
- continuing education; and
- customized training and services,

It is necessary to continually assess the needs of the business community we serve and the programs we provide in order to develop, maintain, or terminate programs that meet those needs. Discovering, developing, analyzing, improving, and continuing programs and even terminating inefficient programs are constant challenges for Southeastern Technical College and its ongoing strategic planning process. The Southeastern Technical College Program Development, Analysis, and Termination Plan is designed to help improve the institutional effectiveness of the College by providing an outline that identifies the need for program development, scrutiny, preservation, and erasure, as well as procedures to facilitate implementation of the plan. This plan summarizes the broad phases involved in establishing, evaluating, maintaining, and terminating programs at Southeastern Technical College.

DISCOVERY

The process begins when new or changing customer requirements indicate the need for a new program. Such indications may be in the form of:

- student interests/inquiries
- new employment opportunities or demand for services that have evolved in the service area
- a trend/labor market analysis by the Administration as determined through review of data from sources such as:
  - Georgia County Guide
  - Georgia Department of Labor Market Trends
  - Employer Demand Survey
DEVELOPMENT

The Vice President for Academic Affairs and department faculty will compare the proposed program with Southeastern Technical College’s vision and mission to determine consistency. Any relationship to other programs or similar programs offered by colleges in close proximity is also considered.

The development of new programs and/or changes in curriculum often results from changing customer requirements. Program advisory committees are designed to keep a check on the pulse of their occupational areas and provide input to program faculty. This process ensures program faculty are consistently teaching the most up-to-date curriculum and staying abreast of industry changes.

When an Advisory Committee or other constituent of the College recommends a new program, the Institutional Effectiveness Division conducts a comprehensive assessment to further substantiate the need for a new program and provide evidence for the sustainability (enrollment, graduates, and job placement) of the desired academic program. With the assistance of Academic Affairs, the Vice President for Institutional Effectiveness identifies potential stakeholders and assesses the level of support for the proposed program by employing the Community Needs Assessment Survey. The stakeholders may include but are not limited to employers/employees in the occupational field or related field.

Various means are utilized to identify stakeholders:
- Chamber of Commerce lists
- Internet searches for employer registries
- Secretary of State Professional Licensing Board listings
- Professional association mailing lists
- A database of area businesses, program advisory committees, STC Foundation members, and the Local Board of Directors created exclusively for Southeastern Technical College

Additional comments are also requested that may assist researching the development of the program. Program Needs Assessment Surveys are individually designed for the proposed program being researched. Since programs vary in structure, all assessments may not be structured to contain each of the items listed previously.

A Program Needs Assessment Survey may be utilized to document and help determine:
- Employment demand (projected number the respondent anticipates hiring for the next three years).
- Employment opportunities/possibilities.
- Details of any other forms of training or certification that would be required of the program graduates.
- Additional subject matter that should be included in the curriculum outline.
- Salary levels that are projected for training-related jobs (entry level and upper end salary range)
- Internship opportunities.
- Continuing education/staff development opportunities for existing employees.
- Availability of qualified instructors.
- Facilities and equipment needs.

The Vice President for Academic Affairs will consult with the Vice President for Institutional Effectiveness to determine whether or not the addition of the program would constitute a substantive change with SACSCOC. Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. According to federal regulations, substantive change includes:
- Any change in the established mission or objectives of the institution.
- Any change in legal status, form of control, or ownership of the institution.
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus.
- Closing a program, off-campus site, branch campus or institution.
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution.
- Acquiring another institution or a program or location of another institution.
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs.

As a member of SACSCOC, STC is required to notify the SACSCOC of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes.

PROCEDURES FOR REPORTING TO SACSCOC

There are three procedures for addressing the different types of substantive changes:

3. Procedure Three Closing a Program, Site, Branch Campus or Institution.

For program purposes, procedures one, two, and three will apply.

REPORTING THE VARIOUS TYPES OF SUBSTANTIVE CHANGE

The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting time lines are included in the table that follows. Please read the full text under the appropriate procedure for details regarding reporting.
<table>
<thead>
<tr>
<th>Program Description</th>
<th>Procedure Code</th>
<th>Approval Required</th>
<th>Time Required</th>
<th>Notification</th>
<th>Supporting Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiating a branch campus (See definition of “branch campus” on p. 3 of this document.)</td>
<td>Procedure 1</td>
<td>yes</td>
<td>6 months</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Relocating a main or branch campus</td>
<td>Procedure 1</td>
<td>yes</td>
<td>6 months</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Moving an off-campus instructional site (serving the same geographic area)</td>
<td>Procedure 2</td>
<td>yes</td>
<td>Prior to Implementation</td>
<td>NA</td>
<td>Letter of notification with new address and starting date</td>
</tr>
<tr>
<td>Initiating degree completion programs</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating a certificate program at employer’s request and on short notice using existing approved courses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Initiating a certificate program at employer’s request and on short notice at a new off-campus site (previously approved program)</td>
<td>Procedure 1</td>
<td>NA</td>
<td>Approval required prior to implementation</td>
<td>yes</td>
<td>Modified Prospectus</td>
</tr>
<tr>
<td>Initiating a certificate program at employer’s request and on short notice that is a significant departure from previously approved programs</td>
<td>Procedure 1</td>
<td>yes</td>
<td>6 months</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating other certificate programs using existing approved courses</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Initiating other certificate programs at a new off-campus site (previously approved program)</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Initiating other certificate programs that is a significant departure from previously approved programs</td>
<td>Procedure 1</td>
<td>yes</td>
<td>6 months</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Altering significantly the educational mission of the institution</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>yes</td>
<td>Contact Commission Staff (Also, see page 16, Item 9)</td>
</tr>
<tr>
<td>Initiating joint or dual degrees with another institution: (See: “Agreements Involving Joint and Dual Academic Awards.”) Joint programs with another SACSOC accredited institution</td>
<td>Procedure 2</td>
<td>yes</td>
<td>Prior to Implementation</td>
<td>NA</td>
<td>Copy of signed agreement and contact information for each institution</td>
</tr>
<tr>
<td>Initiating joint or dual degrees with another institution: (See: “Agreements Involving Joint and Dual Academic</td>
<td>Procedure 1</td>
<td>yes</td>
<td>6 months</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>Action Description</td>
<td>Procedure</td>
<td>Required Action Before Implementation</td>
<td>Required Action After Implementation</td>
<td>Notes</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Initiating joint or dual degrees with another institution: (See: “Agreements Involving Joint and Dual Academic Awards.”) - Dual programs Initiating joint or dual degrees with another institution: (See: “Agreements Involving Joint and Dual Academic Awards.”) - Dual programs</td>
<td>Procedure 2</td>
<td>Yes</td>
<td>Prior to Implementation</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Copy of signed agreement and contact information for each institution</td>
<td></td>
</tr>
<tr>
<td>Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) Student can obtain 50 % or more credits toward program</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prospectus</td>
<td></td>
</tr>
<tr>
<td>Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) Student can obtain 25-49 % of credit</td>
<td>Procedure 2</td>
<td>Yes</td>
<td>Prior to Implementation</td>
<td>NA</td>
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<td></td>
<td></td>
<td></td>
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<td>Letter of notification</td>
<td></td>
</tr>
<tr>
<td>Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) Student can obtain 24 % less</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Expanding program offerings at previously approved off-campus sites Adding programs that are NOT significantly different from current programs at the site</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>...Adding approved programs that ARE significantly different from current programs at the site but NOT at the institution.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Adding programs that ARE significantly different from current programs at the site AND at the institution.</td>
<td>Procedure 1</td>
<td>Yes</td>
<td>6 months</td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prospectus</td>
<td></td>
</tr>
<tr>
<td>Altering significantly the length of a program</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prospectus</td>
<td></td>
</tr>
<tr>
<td>Changing from clock</td>
<td>Procedure 1</td>
<td>NA</td>
<td>NA</td>
<td>Yes</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td>Justify reasons for</td>
<td></td>
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<tr>
<td>hours to credit hours</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>change, indicate calculation of equivalency, and other pertinent information</td>
</tr>
<tr>
<td>-----------------------</td>
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<td>----------------------------------</td>
</tr>
</tbody>
</table>

**Initiating a direct assessment competency-based program**

- **Procedure 1**
- Yes
- 6 months
- Yes
- Submit “Screening Form” with letter of notification. If Prospectus is required, due dates: April 8 or September 15.

**Initiating distance learning...Offering 50 % or more of a program for the first time**

- **Procedure 1**
- NA
- NA
- yes
- Prospectus

**Initiating distance learning...Offering 25-49%**

- **Procedure 2**
- yes
- Prior to Implementation
- no
- Letter of notification

**Initiating distance learning.....Offering 24% or less**

- NA
- NA
- NA
- NA

**Initiating programs or courses offered through contractual agreement or consortium**

- **Procedure 2**
- yes
- Prior to Implementation
- NA
- Letter of notification and copy of signed agreement

**Entering into a contract with an entity not certified to participate in USDOE Title IV programs...if the entity provides 25% or more of an educational program offered by the COC accredited institution**

- **Procedure 1**
- NA
- NA
- yes
- Prospectus

**Entering into a contract with an entity not certified to participate in USDOE Title IV programs...if the entity provides less than 25% of an educational program offered by the accredited institution**

- **Procedure 2**
- yes
- Prior to Implementation
- NA
- Copy of signed agreement

**Initiating a merger/consolidation with another institution**

- See SACSCOC policy "Mergers, Consolidations and Change of Ownership: Review and Approval."
- yes
- 6 months
- yes
- Prospectus Due dates: April 8 or September 15

**Changing governance, ownership, control, or legal status of an institution**

- See SACSCOC policy "Mergers, Consolidations and Change of Ownership: Review and Approval."
- yes
- 6 months
- yes
- Prospectus Due dates: April 8 or September 15

**Acquiring any program**

- See SACSCOC
- yes
- 6 months
- yes
- Prospectus

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*If the proposed program meets approval of the VPAA and the VPIE, an online New Program Request/Proposal (Addendum B) is initiated by the Academic Affairs office with*
<table>
<thead>
<tr>
<th>Action</th>
<th>Policy</th>
<th>Yes/No</th>
<th>Time</th>
<th>Yes/No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding a permanent location at a site where the institution is</td>
<td>See SACSCOC policy</td>
<td>yes</td>
<td>6 months</td>
<td>yes</td>
<td>Prospectus</td>
</tr>
<tr>
<td>conducting a teach-out for students from another institution that is</td>
<td>&quot;Mergers, Consolidations and Change of Ownership: Review and Approval.&quot;</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>closing</td>
<td></td>
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</tr>
<tr>
<td>Closing a program, approved off-campus site, branch campus, or</td>
<td>Procedure 3</td>
<td>yes</td>
<td>Immediately following decision to close</td>
<td>yes</td>
<td>Description of teach-out plan included with letter of notification</td>
</tr>
<tr>
<td>institution...Institution to teach-out its own students</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Closing a program, approved off-campus site, branch campus, or</td>
<td>Procedure 3</td>
<td>yes</td>
<td>Immediately following decision to close</td>
<td>yes</td>
<td>Description of teach-out plan, copy of signed teach-out agreement detailing terms included with notification</td>
</tr>
<tr>
<td>institution...Institution contracts with another institution to</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>teach-out students (Teach-out Agreement)</td>
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</tr>
</tbody>
</table>

assistance/approval from the program faculty. This form includes the following information:

- **Program Data** - Vice President for Academic Affairs in consultation with deans and faculty determines needed info
- **Program Location** - Vice President for Academic Affairs in consultation with deans and faculty determines needed info
- **Program Justification** – Vice President for Academic Affairs provides program description and summary of labor market, student interest, employment and salary projections, etc. including a job description upon program completion.
- **Anticipated Enrollment** – Vice President for Academic Affairs and faculty estimate enrollment for first 3 years
- **Accreditation** – Vice President for Academic Affairs researches accreditation requirements with assistance from the Office of Institutional Effectiveness
- **Curriculum** – Vice President for Academic Affairs/faculty research existing curriculums to build program curriculum list
  - Course Code
  - Course Title
  - Class Hours
  - Demo Lab Hrs
  - Practical Lab Hrs
  - Contact Hrs
  - Credit Hrs
  - Course Type
- **Program Admissions Criteria** – Vice President for Academic Affairs and deans research admissions criteria
- **Minimum Required Age**
- **High School Diploma or GED**
- **Minimum Test Scores (ASSET & COMPASS)**

- **Program Faculty** – Vice President for Academic Affairs and deans research faculty credentials/requirements
- **Physical Plant and Equipment** – Vice President for Academic Affairs /faculty research needed facilities/renovations/equipment
- **Resources** – Faculty contact Southeastern Technical Librarian for input
- **Tuition and Fees** – Vice President for Academic Affairs consults with VPAS and/or Director of Accounting regarding fee schedule estimate.
- **Estimated Additional First-Three Year Costs** – Vice President for Academic Affairs researches additional costs
- **Executive Summary** - Vice President for Academic Affairs prepares a brief summary to be included in motion for the State Board requesting the approval

Upon completion of the online New Program Request/Proposal, the Vice President for Academic Affairs presents the proposed program to the STC Executive Council for approval. The President heads the Executive Council and can veto the approval of the program at that meeting. Once approved by the Executive Council, the new program proposal is presented to the Local Board for recommendation to the State Board. Once recommended by the Local Board, the online New Program Proposal Form is submitted to TCSG via a special password reserved for the President signifying approval. Once approved by the TCSG office, the new program proposal is presented to the State Board of the Technical College System of Georgia for final authorization.

For a medical program to be approved that needs to use clinical sites, the College follows guidelines specified in the TCSG Procedure: Approval and Termination.

When the new program is approved by the Technical College System of Georgia, the President notifies all concerned.

If approval by the regional accrediting agency is required, the Vice President for Institutional Effectiveness will submit the proper documentation to:

- The regional accrediting body per the guidelines listed in Procedure One.
- Upon receipt of the approval by the regional accrediting agency, the VPIE will notify:
  - The Director of Financial Aid will submit the newly approved program to the Department of Education for determination of eligibility of the Title IV Aid Program.
    - The Director of Financial Aid will submit program approval to the Veteran’s State Approving Agency.
  - The Director of Accounting who will then adjust the fee schedule.
  - The Registrar who is responsible for data entry into BANNER Student Information System.
  - Update the Southeastern Technical College IE Intranet, IE database, and the program listing.
  - The Director of Marketing and Public Relations who is responsible for updating the information in the Catalog.

If only notification is required by the regional accrediting agency, the Vice President for Institutional Effectiveness updates the Southeastern Technical College IE Intranet, IE database, and the program listing and notifies the following immediately:

- The regional accrediting body per the guidelines previously stated.
- The Director of Financial Aid will submit the newly approved program to the Department of Education for determination of eligibility of the Title IV Aid Program.
  - The Director of Financial Aid will submit program approval to the Veteran’s State Approving Agency.
- The Director of Accounting who will then adjust the fee schedule.
- The Registrar who is responsible for the CAPP module in BANNER.
THE PERFORMANCE ACCOUNTABILITY SYSTEM

The Technical College System of Georgia (TCSG) developed the Performance Accountability System (PAS) to promote quality and excellence in technical education and training. PAS is used to evaluate the institutional effectiveness and efficiency of the programs offered by the technical colleges. PAS will measure the degree to which the technical colleges and the Technical College System of Georgia are successful in carrying out their mission. Inherent in this process is the premise that effectiveness is not simply a measurement process; rather it is fundamentally grounded in the belief that organizations cannot improve unless they can evaluate their current performance against established benchmarks and use the results of these evaluations as the basis for future planning.

The Performance Accountability System contains two components:

1. Program Assessment
2. College Wide Assessment

Program Assessment

The first component in the Performance Accountability System is based on the assessment of the effectiveness of the college’s programs that culminate in a technical certificate of credit, a diploma, or an associate degree.

Program Group Analysis

Analysis will be conducted annually by all program groups. A program group may contain degrees, diplomas, and technical certificates of credit within the same subject area. Groups are identified by TCSG. Component I consists of four compliance measures based on TCSG program standards. Programs which do not meet all four mandatory compliance measures must submit a Standard Corrective Action Plan.

Three key performance indicators have been identified to determine the overall effectiveness of each program group. A key performance indicator is defined as a measure of an essential outcome of an instructional program. Key performance indicators have an associated benchmark. The benchmarks are determined by a formula. To provide context for the key performance indicators and to assist in the analysis, five additional measures are supplied at the same time. These measures are not benchmarked and are for information only.

All deficiencies in key performance indicators will require a Program Group Performance Improvement Plan.

PROGRAM GROUP COMPLIANCE MEASURES (Based On TCSG Program Standards)

CS-2. Program Structure/Curriculum: Program Standards (02-02-03, 02-03-06)
CS-3. Instructional Content: Program Standards (02-04-01, 02-04-03, 02-04-05, 02-04-06, 02-04-07)
CS-5. Advisory Committee: Program Standards (02-08-01-02-08-02, 02-08-03)
CS-6. Health and Safety: Program Standards (02-11-01)

KEY PERFORMANCE INDICATORS (Program Group Performance Measures)

CP-1. Retention Measure. Program group retention rate compared to a benchmark
CP-2. Graduation Measure. Program group graduation rate compared to a benchmark.
CP-3. Placement Measure. Program group placement rate compared to a benchmark.

CONTEXTUAL MEASURES (Program Group Trend Measures)

CP-4 Awards by PAS Program Group
CP-5 Total High School Enrollment by PAS Program Group
CP-6 Total Enrollment by PAS Program Group
CP-7 Total Credit Hours by PAS Program Group
CP-8 Total FTE Enrollment by PAS Program Group
ALL PAS METRICS AND BENCHMARKS ARE COMPUTED AT THE INSTITUTIONAL LEVEL.

PAS Reports

The central report of the Performance Accountability System is the PAS Trend Data Report. This report includes data on the key performance indicators and the PAS Program Group contextual metrics. In addition a college’s digital document library on the PAS website includes other reports of interest:

- College Wide Standard Measures Summary Report – Uniform Work Ethic Model or
- Program Group Performance Improvement Plan.

CONTINUATION AND PRESERVATION OF PROGRAMS

Program Revision

Curriculum revisions are essential elements for the successful continuation and maintenance of educational programs at Southeastern Technical College. These revisions usually originate at the program Advisory Committee level and progress to completion by means known as the Instructional Faculty Consortium Committee Process (IFCC). Programs with award levels of Technical Certificate of Credit, Diploma, and Degree are revised on a four-year cycle. The revision process is designed to meet the needs of business and industry and students enrolled in the programs. The process takes an average of 8 to 12 months to complete and implement. (Addendum A)

Revisions of Degree, Diploma, or Technical Certificate of Credit Programs

The program director or lead instructor will fill out a Program Curriculum Change (Addendum C) form when a curriculum change is necessary and has been approved by TCSG. The form shall be completed and sent to the program dean for approval. Once the dean has approved the change, the form is then forwarded to the Vice President for Academic Affairs (VPAA) for final authorization. The VPAA will forward the form to the Vice President for Students Affairs for his signature. Afterward it will also be forwarded to the Registrar who will make changes to the BANNER Student Information System and to the Director of Marketing and Public relations for updating the catalog and college website. The completed form will be dispatched back to the VPAA for filing. The VPAA will then notify the Vice President for Institutional Effectiveness (VPIE) for update to the STC College IE Intranet, IE database, and the program listing. The VPIE will also notify:

- The regional accrediting body of revisions which significantly impact the length of an existing program.
- The Director of Financial Aid will submit the newly approved program to the Department of Education for determination of eligibility of the Title IV Aid Program.
- The Director of Financial Aid will submit program approval to the Veteran’s State Approving Agency.
- The Director of Accounting who will then adjust the fee schedule.

Approval & Effective Date for Revision of Degree, Diploma, or Technical Certificate of Credit Programs

Programs will be approved upon receipt of notification from regional accrediting body as applicable. The TCSG/KMS Approved Programs list exhibits the official approvals by TCSG.

PROGRAM TERMINATION

The need for discontinuation of a program may be determined by a means other than the methods listed in the Performance Accountability System. Program advisory committee recommendations, changing demographics, lack of student interests, inability to find or lack of credentialed instructors, program deficiencies, and unavailable jobs
are some of the factors considered by the Administration in determining the need to terminate programs that are no longer productive or feasible, but are not in Level II for three years.

Once it is determined that a program should be terminated, the Vice President for Academic Affairs presents the proposed program termination to the President, the Executive Council, and the Local Board of Directors for approval and recommendation to the State Board.

Upon approval by the Local Board, the President submits the request for termination to the Technical College System of Georgia along with the requested effective semester for termination and an explanation of how the institution plans to assure no active student who so desires will be denied the opportunity to complete the program and how the institution plans to address personnel issues and to reallocate or return to state inventory the equipment and materials associated with the program to be closed.

The Technical College System of Georgia state office staff analyzes the request in terms of state-wide demographic information and trends, available labor supply and demand data, availability and proximity to similar programs in private or public institutions, projected costs and other related data. Staff recommendations are then submitted to the State Board for consideration.

Program terminations approved by the State Board are documented in the official minutes posted on the website and the TCSG Data Center Knowledge Management System (KMS) Terminated Programs Report. The effective date of a program’s termination must come after all active students have completed or left the program.

Technical Certificates of Credit programs that have not had enrollment for four consecutive semesters and Diploma and Degree programs that have not had enrollment for eight consecutive semesters are automatically purged from the list of Technical College System of Georgia authorized programs list unless an appeal justifying continuation of the program is submitted to the Technical College System of Georgia. This appeal indicates current or expected enrollment and why such enrollment is anticipated. The College may choose to declare a program inactive if enrollment is expected in the future. It will not be removed from the Technical College System of Georgia list of approved programs.

**Deletions of Degree, Diploma, or Technical Certificate of Credit Programs**

The Vice President for Academic Affairs will notify the Vice President for Institutional Effectiveness regarding any programs that have been discontinued.

The Vice President for Institutional Effectiveness will update the Southeastern Technical College IE Intranet, IE database, and the program listing and notify:

- *The regional accrediting body. (Teach-out plans and teach-out agreements must be approved by SACSCOC prior to implementation. See also the SACSCOC Good Practices document “Closing a Program, Site, Branch or Institution”).*
- The Director of Financial Aid will submit the newly approved program to the Department of Education for determination of eligibility of the Title IV Aid Program.
  - The Director of Financial Aid will submit program approval to the Veteran’s State Approving Agency.
  - The Director of Accounting who will then adjust the fee schedule.
  - The Registrar who is responsible for data entry into BANNER Student Information System.
  - The Director of Marketing and Public Relations who is responsible for updating the information in the Catalog.

**SUMMARY**

Southeastern Technical College both values and strives for quality in every aspect of fulfilling its mission. Quality initiatives in the continuous processes of the Southeastern Technical College Program Development, Analysis, and Termination Plan are:

- Recognizing the need for the development and maintenance of programs through analysis and revision.
- The termination of programs which are no longer efficient or effective in the business community.
Notifying the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) of changes in accordance with the substantive change policy and, when required, seek approval prior to the initiation of changes.

This plan summarizes the broad phases involved in establishing, evaluating, maintaining, and terminating programs at Southeastern Technical College.

Addendum A

The Technical College System of Georgia (TCSG) Standards Revision Process

Programs with award levels of Technical Certificate of Credit, Diploma, and Degree are revised on a four-year cycle. The revision process is designed to meet the needs of business and industry and students enrolled in the programs. The process takes an average of 8 to 12 months to complete and implement.

Listed below are the steps involved in the revision of a credit program.

Step 1. State Technical Committee (STC), meets to determine if competencies need to be added or deleted from existing program. STC recommendations are presented to the Instructional Faculty Consortium Committee (IFCC).

1-A Local program advisory committees review program standards annually to determine if changes are
Step 2. The IFCC meets to review STC recommendations and present local advisory committee recommendations. Also, the IFCC determines the courses where the new competencies are to be placed and the amount of instructional contact hours needed to meet these competencies. The IFCC recommends the newly revised program outline and forwards it to the Office of Technical Education at TCSG.

Step 3. The curriculum program specialist working with the program being revised develops a probe containing recommended changes in areas of course competencies, contact hours of instruction, credit hours of instruction, course name, course number, course pre/co-requisites, and course descriptions.

Step 4. The probe is approved by the Director of Instructional Support Services, posted on our website, and forwarded to all college presidents for review and comment. The college response should include input from local faculty, instructional supervisory personnel, and the college president. A probe response form from the president of the college is then forwarded back to the Director of Instructional Support Services at TCSG.

Step 5. The Director compiles responses and presents findings and probe to the Vice President for Academic Affairs/President Ad Hoc Standards Committee for review and approval. If approved, the probe is then presented to the full Presidents Council for approval.

5-A. If this group does not approve changes then the process reverts back to the IFCC group (step 2) for further work and is reintroduced to step 5.

Step 6. The final recommendation on program revisions is presented to the State Board of Technical College System of Georgia for approval.

Step 7. Once program revisions are Board approved, then the working committee, comprised of program faculty, work to develop written guide materials that reflect program changes under the facilitation of the curriculum program specialist for that program.

Step 8. The curriculum program specialist compiles new program material and program standards changes into TCSG format and posts the standards on the TCSG website.

Step 9. Colleges offering the program implement new program.
Addendum B

New Program Request Form

Program Data

**Proposed Name of Program:**

**Program Development:**
- Standardized Program or
- Institutionally Developed
- Associate Degree

**Award Level:**
- Diploma
- Technical Certificate of Credit

*Does the TCC relate directly to an existing certificate, diploma, or degree program offered by the college and are all of the credit courses contained in the TCC program offered by the college?*
- Yes
- No

**Credit Hours Type:**
- Semester
- Quarter

*Proposed Date of Implementation:

*Start Term:

*Date Approved by Local Board:

**Select Date**

September, 2011

<table>
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<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
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</table>
**Do you want to begin the program if TCSG state improvement funds are not allocated?**

- Yes
- No

**Existing TCSG Program:** check if yes *(If an existing program, you will be able to search existing major codes by description or code and select the appropriate one)*

**Search by Major Description:**

**Search by Major Code:**

<table>
<thead>
<tr>
<th>Major Code</th>
<th>Major Description</th>
<th>PAS Group</th>
<th>PAS Description</th>
<th>CIP Code</th>
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<td>0740</td>
<td>Criminal Justice</td>
<td>430103</td>
<td>Criminal Just/Law Enforce Admin</td>
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</tbody>
</table>

**Program Major Code:**

**PAS Program Group:**

**CIP Code:**

**Available Existing Specializations:**

- Specialization Choice One
- Specialization Choice Two

**Suggested PAS Code**

**Select PAS Code from this list:**

**New Specializations:**

- Do you plan to add any specializations? (check if yes) Please save program data first and then add specializations.

**Name of Specialization:**

**Select Campuses Where Program will be Offered:**

- Main Campus
- Another Campus

Program Accreditation
**Program Description:**

(Examples of topics to be addressed include student interest, employment opportunities, demand for service, & trend analysis. If a survey was used to determine local need, include survey results. If a proposal is for a new program, a description of specific labor market needs to be based upon current data and surveys and projected salaries of graduates should be included.)
Describe the actual job/career in the college service area or region that a student would be capable of performing following completion of this sequence of courses:

For COE Accredited Schools:
A completed Employer Program Verification Form signed by three employers is on file at the main campus?
- Yes
- No
- N/A COC Only

Relationship to existing programs or similar programs:
(a) At your institution:
(b) Offered by other institutions in your service area:
(c) Offered by public institutions in an adjacent service areas:
(d) Is this an Allied Health Program?  
- Yes
- No

Clinical Sites

<table>
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<tbody>
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<tr>
<td>Address 2:</td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td>GA</td>
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Anticipated Enrollment

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</tr>
<tr>
<td>Evening</td>
<td></td>
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</tbody>
</table>

Describe the process for estimating enrollment:

Program Curriculum
Program Admissions

Admission Requirements:

Minimum Required Age:  

High School Diploma or GED Required:  

Yes  

No

Minimum Test Scores:

Test:  

COMPASS

Reading:  

English:  

Mathematics:  

Algebra:
Program Faculty

**Build Required Faculty List:**

- **Position:**
  - Existing
  - New

**Name of Position:**

(50 characters)

**Quantity:**

**Qualifications/Credentials:**

(Note: For COE Accredited Schools: A copy of the faculty credentials associated with this position must be submitted to COE)

(2000 characters)

**Courses to be taught:**

(500 characters)

**Administrative Duties:**

(2000 characters)

**Changes in Current Assignments:**

(for existing positions)

(2000 characters)

Resources

**Describe any required additions or modifications to the physical plant or equipment:**

- **Learning Resources:**
  - check if adequate

(Reference books, Periodicals, Circulating Volumes, Audio and Video tapes, Film, Software, and Databases)

**Explain what New Learning Resources are needed:**
Tuition & Fees

**Standard Tuition:**
- $75.00 per Semester Credit Hour
- $45.00 per Quarter Credit Hour

**Non-Standard Tuition:**
- Amount $__________ (Amount Proposed - Enter only whole dollar amounts)

If proposing nonstandard tuition and fees, justify in terms of recovery of documented unfunded costs.

**Justify Non-Standard Tuition:**

**Instructional & Technology Support Fee:** $ ______ per Semester

**Proposed Program Specific Supply and/or Lab Fees:**
(specify and explain)

**Total Cost/Semester:** $__________ (Georgia Resident)

NOTE: This document is used to summarize budgetary needs. All items must be entered into the appropriate budget spreadsheets for funding considerations.

---

### Estimated First Three Years Costs

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<td>Fringe Benefits: $</td>
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<td>Utilities:</td>
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<td>Other:</td>
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**Total Second Year Costs:**

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**Total Second Year Costs:**
Submit Executive Summary
Please write a brief paragraph, preferably no more than 15 lines, setting forth the highlights of your application. When required, this paragraph will be the basis of the discussion paragraph included in the motion for the State Board requesting approval of this program. As such, it should address, generally in this order: why the program is needed; how many colleges in or adjacent to your service area offer the program; whether the program will follow the state standard or, if it is institutionally developed, whether it meets State Board and general program standard requirements for programs at its award level; the first year costs of the program, what they are for, and how they will be funded; and the number of students the college expects in the program in the first year and the projected size in the third year.

Addendum C
# Program Curriculum Change Form

<table>
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<th>Effective Change Date:</th>
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## Current Curriculum

## Proposed Curriculum Changes

## Reasons for Change
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<td>Director of Public Relations:</td>
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