

Start-Up Charter Petition Cover Pages

This form is for use by private individuals, private organizations, or state or local public entities. Applicants must attach these petition cover pages (pages 5 to 16 of the application) to the front of the petition.

Part I. Charter School Information

Check one: New Petition Renewal Petition

This charter school petition is being submitted by a (check one):

Private Individual(s)

Effingham Gateway to College Academy, Inc.

Private Organization

by Savannah Technical College Foundation

Name of Organization

State Public Entity

Savannah Technical College

Name of Entity

Local Public Entity

Name of Entity

Name of Proposed Charter School Effingham Gateway to College Academy

Local School System in which Charter School will be Located Effingham County Public
Schools system

School address 2890 Highway 21 South, Rincon, GA 31326

Contact person Dr. Reginald L Hendricks Executive Vice President

Name

Title

Contact address **5717 White Bluff Road, Savannah, GA 31405**

Telephone number of contact (912) 443-5858

Fax number of contact (912) 303-1710

E-mail address of contact rhendricks@savannahtech.edu

Grade Levels Served 9-12

Ages Served 16-20

Proposed Opening/Renewal Date January 2009

Proposed Charter Term 5-Year

For each year of the proposed charter term, please indicate in the table below the number of pupils the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										0	10	20	20	50
Yr 2										2	18	45	35	100
Yr 3										2	40	55	53	150
Yr 4										2	48	50	50	150
Yr 5										2	53	60	60	175
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Part II. Assurances and Signatures

1. This charter petition was approved by the Effingham County Public Schools System_ Board of Education on ____September 20, 2007.
Date

Superintendent

Date

Chair, Local Board of Education

Date

2. Petitioner(s) assure(s) that the proposed charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Charter Petitioner

Date

Part III. Executive Summary

Basic Information

Charter School Name: Effingham Gateway to College Academy

Type: Start Up

Approved by the Effingham County Public Schools System Board of Education on September 20, 2007.

Mission

The fundamental mission of the Effingham Gateway to College Academy (EGTCA) is to recover high school dropouts ages 16-20 and re-channel them into the public education pipeline. This mission will be accomplished through the collaborative efforts of Savannah Technical College (STC) and the Effingham County Public Schools System (ECPS) offering the students the option of completing high school while concurrently receiving credit towards a college degree, certificate or diploma, and marketable skills with technical certificates or diplomas. The mission of the school addresses the desire to increase student achievement through academic and organizational innovation.

Academic Program

Upon high school graduation, students will have performed at least as well as other ECPS students of similar characteristics at each instructional level as measured by the various indicators approved by the State. The students will show measurable improvement in first-time pass rates on the Georgia High School Writing Test. In addition, student performance on the Georgia High School Graduation Test will meet the benchmarks for the annual measurable objectives (AMO).

The EGTCA curriculum is designed to assist students in meeting the purpose and objectives of the Georgia Performance Standards for 9th-12th graders, as well as STC's curriculum. As a result, the EGTCA student will be able to earn a high school diploma, college credits and a marketable skill with a technical certificate, diploma, and/or associate degree.

The uniqueness of EGTCa is the dual-credit component of the curriculum. Students will engage in a rigorous and challenging academic program that is aligned with the mission of High Schools That Work (HSTW):

“The HSTW effort is based on the belief that, in the right school environment, most students can learn complex academic and technical concepts. The mission of schools in the HSTW network is to prepare high school students for both postsecondary education and career by having students complete a solid academic core and either an academic, a career/technical or blended concentration.” (SREB)

Organization

The EGTCa Board of Directors shall be composed of eleven (11) members: Two members of the Savannah Technical College staff, two members of the faculty of EGTCa, two parents of students, the Chief Academic Officer of ECPS, a Business Representative, the Superintendent (or designee) of ECPS, and two community representatives.

Representatives from Savannah Technical College, the Effingham County Public Schools System, Armstrong University, Savannah State University, and the Savannah Area Chamber of Commerce have been working with the development and implementation of the petition. Informational meetings were scheduled at local organizations such as the Rotary Clubs, Excellence Fund, and the local Workforce Board’s Youth Council. These organizations will continue to be involved with EGTCa.

The school will not be operated by an Education Management Organization.

Part IV. Start-Up Charter School Checklist

Requirements for a Charter School Petition Submitted by a Private Individual, Private Organization, or State or Local Public Entity O.C.G.A. § 20-2-2063 and State Board Rule 160-4-9-.04 CHARTER SCHOOLS

Start-up charter petitions must address each of the following requirements. Applicants should fill in the page number(s) at which the charter petition addresses each requirement.

CHARTER SCHOOL/PETITIONER INFORMATION

1. Page 5 Provide the name under which the charter school will operate.
2. Page 5 Provide the name of the primary contact for the petitioner.
3. Page 6 Provide the name of the school representative authorized to execute the charter contract.
4. Page 10 & 39 List the proposed grade levels and ages of students to be served by the charter school.
5. Page 38 State the proposed duration of the school's charter.

STATEMENT OF MISSION

6. Page 7 Describe the charter school's mission.
7. Page 7 Describe how the charter school's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."

DESCRIPTION OF THE EDUCATIONAL PROGRAM

8. Page 21 Describe the focus of the curriculum.
9. Page 25 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
10. Page 21 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
11. Page 11 & 18 Describe the students the charter school will serve, including students with special needs and disabilities.
12. Page 19 Describe how the charter school will meet the needs of students identified as gifted and talented.

13. Page 21 Describe any extracurricular or other auxiliary educational activities the charter school may offer.
14. Page N/A Describe any partnerships between the charter school and the local school system or other community agency(ies) regarding charter school students utilizing extracurricular activities at the local school that the student would otherwise attend, or at any other community location.
15. Page 14 If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

16. Page 18 For students with disabilities, describe how the charter school will provide state- and federally mandated services.
17. Page 19 For English Language Learners (ESOL), describe how the charter school will provide state- and federally mandated services.
18. Page 18 State that the charter school shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, and the Individuals with Disabilities Education Act.
19. Page 29 Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
20. Page 29 Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

GOALS AND OBJECTIVES

21. Page 16 List the charter school's performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.

WAIVERS

22. Page 14 State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).
23. Page 16 If the school *will* utilize this flexibility, state that the charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.
24. Page N/A If the school *will NOT* utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals included in its charter.

DESCRIPTION OF ASSESSMENT METHODS



25. Page 16 Describe the charter school's assessment plan to obtain student performance data for each student.
26. Page 16 Explain how the charter school will work with the local school system to participate in all state-mandated assessments.
27. Page 16 Describe how the charter school's assessment plan will measure student improvement and over what period of time.
28. Page 16 Describe how the charter school will use this assessment data to monitor and improve achievement for students.
29. Page 16 State that the charter school will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

DESCRIPTION OF SCHOOL OPERATIONS

30. Page 39 Describe the attendance zone for the charter school.
31. Page 39 Describe the rules and procedures that will govern the admission of students to the charter school.
32. Page 193 Describe or attach a copy of any admissions application the charter school proposes to use.
33. Page 10&11 Describe whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
34. Page 10 Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the community.
35. Page 10 Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.
36. Page 40 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
37. Page 159 & 161 Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers.
38. Page 33 Generally describe the charter school's employment procedures and policies.
39. Page N/A Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.
40. Page 34 If certification by the GAPSC is *not* required, describe the training and experience that will be required.
41. Page 34 If certification by the GAPSC is *not* required, describe the charter school's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
42. Page 34 Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
43. Page 36 Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
44. Page 40 Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof.
45. Page 20 Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program for the school.

46. Page N/A If transportation services *are* provided, state that the transportation program will comply with applicable law.
47. Page 20 If transportation services *are not* provided, describe how this will not be a barrier to eligible students to attend school.
48. Page 21 Describe whether the charter school will provide food services (including participation in federal school meals programs).
49. Page N/A If food services *will* be provided, briefly describe the proposed program.

FACILITIES

50. Page 43 Describe the school facility that the charter school will use and its location. State whether the school facility is new or existing.
51. Page N/A Describe any modifications necessary for utilizing the space for educational purposes.
52. Page 182 Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation.
53. Page 182 Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.
54. Page 40 Provide the school's emergency safety plan, or in the alternative an assurance that the charter school will prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.

PARENT AND COMMUNITY INVOLVEMENT

55. Page 44 Describe how parents, community members, and other interested parties were involved in developing the petition.
56. Page 44 Describe how parents, community members, and other interested parties will be involved in the school.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

57. Page 32 Describe the level of autonomy the charter school will have over budgets and expenditures.
58. Page 37 Describe the plans for ensuring that the charter school will be subject to an annual financial audit by an independent Georgia-licensed certified public accountant.
59. Page 37 Identify the school's chief financial officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04.
60. Page 36 Describe how the school's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).

61. Page 129 Provide a proposed timeline as to when the charter school will begin to receive state and local funding from the local board in order to begin operations.
62. Page 36 State that the charter school will comply with the federal monitoring requirements for schools receiving federal funds.
63. Page 36 Describe the charter school's plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

64. Page N/A If the charter school is an LEA start-up, state whether the school will utilize a governing board, or a local school council as provided for in O.C.G.A. § 20-2-85.
65. Page N/A If the charter school is an LEA start-up and it will use a board other than a local school council, state that it will be subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Inspection of Public Records).
66. Page 32 State that the governing board shall be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50-14-1 *et seq.* and 50-18-70 *et seq.*
67. Page 31 Describe the governing board's function, duties, and composition.
68. Page 31 Describe how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
69. Page 30 Describe how the governing board will ensure that current and future board members avoid conflicts of interest.
70. Page 30 Disclose any potential conflicts of interest of the founding governing board members.
71. Page 32 Describe the governing board's role in upholding the school's mission and vision.
72. Page 33 Describe how the governing board will appraise the principal's performance.
73. Page 32 Describe how the governing board will ensure effective organizational planning and financial stability.
74. Page 33 Describe the governing board's role in resolving teacher, parent, and student grievances and other conflicts.
75. Page 31 Describe how parents, community members, or other interested parties will be involved in the charter school's governing board.
76. Page N/A List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
77. Page 33 Describe of the method that the local board and the charter school plan to utilize for resolving conflicts.
78. Page 45 State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.

STATEMENT ON ANNUAL REPORT

79. Page 41 State that the charter school shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).

REQUIRED ATTACHMENTS/APPENDICES

80. Page 94 Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State (note: LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).
81. Page 103 Attach a copy of the by-laws for the nonprofit corporation (note: LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).
82. Page 52 Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.
83. Page 130 Attach a monthly cash flow projection detailing revenues and expenditures for the charter school's first year of operation.
84. Page 128 Attach spreadsheets projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
85. Page N/A Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation.
86. Page N/A Attach a copy of any agreements with other local schools for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.

JOINTLY AUTHORIZED CHARTER SCHOOLS

**** Complete this section only if two or more local boards will jointly authorize the charter school.***

87. Page N/A State which local board will be the fiscal agent for the jointly authorized charter school.
88. Page N/A Describe how each local board will contribute local revenue to support the charter school.
89. Page N/A Attach any agreements detailing the investment and responsibility of each local board regarding the jointly authorized charter school.

VIRTUAL CHARTER SCHOOLS

**** Applicants for a virtual charter school must complete the “Addendum for Virtual Charter Schools” checklist, available on the Charter Schools Division website at http://public.doe.k12.ga.us/pea_charter.aspx.***

Effingham Gateway to College Academy

Charter Petition

To

Effingham County Public Schools

Opening January, 2009

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Effingham Gateway to College Academy

Executive Summary

Mission

The fundamental mission of the Effingham Gateway to College Academy (EGTCA) is to recover high school dropouts ages 16-20 and re-channel them into the public education pipeline. This mission will be accomplished through the collaborative efforts of Savannah Technical College (STC) and the Effingham County Public Schools (ECPS) offering the students the option of completing high school while concurrently receiving credit towards a college degree, certificate or diploma, and marketable skills with technical certificates or diplomas. The name of the charter school will be the Effingham Gateway to College Academy (EGTCA). The school will be based on the Gateway to College model, which has already been proven to increase student achievement through academic and organizational innovation. The combined high school and college educational programs at EGTCA will include instructional deliveries to address the targeted student learning styles, a technology-across-the curriculum approach and an integrated, academic seminar series at each grade level.

Student Academic Performance Outcomes

Upon high school graduation, EGTCA students will perform at a comparable level, if not better, than the same year graduating classes of other ECPS students of similar characteristics at each instructional level as measured by the various indicators approved by the Georgia Department of Education. The EGTCA students will meet the benchmarks for the annual measurable objectives (AMO) as required by the State Department of Education and the ECPS.

Educational Plan Development

The development of the educational plan for EGTCAs will be done in partnership with the Gateway to College replication team based at Portland Community College (Portland, Oregon), the director of the Effingham Gateway to College Academy, Savannah Technical College's academic team and the Effingham County Public School's academic team. The Technical College System of Georgia (TCSG) will also continue to provide assistance with the coordination of developing course alignment agreements between the ECPS and STC.

Governance

The Effingham Gateway to College Academy (EGTCA) will be a not for profit corporation, governed by a Board of Directors to establish policies, and directed by an Academy Director to implement and monitor the policies. The governing Board of The Effingham Gateway to College Academy is accountable for the academic, financial, and operational policies of the school. The governing board will approve all budgets, set policy, establish procedures, approve selection of the director, and ensure the financial and administrative management of the school. Further, the governing board, through the college president, will ensure the school's performance standards are met or exceeded, and that ongoing assessments are accomplished, that financial records are maintained and controls are in place, that state and district requirements are met, and that annual progress and accountability reports are made to the ECPS and other entities as required by law.

The day-to-day operation of the school, including the supervision of the faculty and staff, will be the responsibility of the EGTCA Director. As a result, EGTCA will not be operated by an Education Management Organization. The EGTCA Director will report to Dr. Reg Hendricks, the Executive Vice President of STC, who is the primary contact for this charter

petition. The school representative authorized to execute the charter contract is: Dr. C. B. Rathburn, President, Savannah Technical College.

The Effingham Gateway to College Academy

Effingham County Public Schools and Savannah Technical College

Section One – Description/Rationale

Vision

The vision of the school is to create a window of opportunity for high school dropouts to find their way back toward educational attainment. EGTCA will provide an alternative to the stigma of a GED and the hopelessness that many dropouts inevitably face. EGTCA students will be college students and have the opportunity to complete their education in a mature, adult environment. The greatest benefit to the school will be that it does actually create a “Gateway to College” for individuals who never dreamed college was possible.

Mission

The mission of the Effingham Gateway to College Academy (EGTCA) is to recover high school dropouts ages 16-20 and re-channel them into the public education pipeline. This mission will be accomplished through the collaborative efforts of Savannah Technical College (STC) and the Effingham County Public Schools (ECPS) offering the students the option of completing high school while concurrently receiving credit towards a college degree, certificate or diploma. The school will be based on the Gateway to College model which has already been proven to increase student achievement through academic and organizational innovation. The combined high school and college educational programs at EGTCA will include instructional deliveries to address the targeted student learning styles, a technology-across-the curriculum approach and incorporate an integrated, academic seminar series at each grade level.

Rationale

The 2005-2006 State of Georgia K-12 Public Schools Annual Report Card for Effingham County reports the following:

Three-Year Comparison of High School Graduation Rates

	2003-2004 School Year	2004-2005 School Year	2005-2006 School Year
State of Georgia	65.4%	69.4%	70.8%
Effingham County	68.3%	69.8%	69.4%

Three-Year Comparison of Dropout Percentage Rates for Grades 9-12

	2003-2004 School Year	2004-2005 School Year	2005-2006 School Year
State of Georgia	5.1%	5.0%	4.7%
Effingham County	4.0%	4.6%	5.5%

Jay P. Green of Manhattan Institute of Policy Research's report (April 2002), "High School Graduation Rates in the United States," cited the State of Georgia as the state that has the lowest rate of high school graduation in the United States.

Savannah Technical College has been selected as a replication site for Portland Community College's dropout recovery program called Gateway to College. The Gateway model was developed by Portland Community College (PCC) as a program to provide access to education for students that have dropped out and given up on the possibility of getting a high school diploma or a college degree.

Portland Community College is a national partner with the Bill and Melinda Gates Foundation's Early College High School Initiative. PCC serves as an intermediary to the Bill and Melinda Gates Foundation for providing funding assistance for replication sites. As a replication site, STC must adhere to the following four Pillars of Success of the Gateway program:

1. **Flexible systems** that can support dual high school and college credit, K-12 funding for high school completion within the college setting, rigorous developmental education, and an aligned curriculum.
2. **Strong partnerships** with the public K-12 education system and community-based organizations serving at-risk youth. Partnerships reflect support for Gateway at all levels.
3. **Innovative academic** approach and support strategies for student success, including small learning cohorts; individualized instruction strategies; one-on-one motivation, academic advising, personal assistance; counseling and guidance classes; and connections to community services.
4. **Steadfast commitment** to dropout youth including a vision for high achievement for alternative education shared by college staff at all levels, and transition plans to help reach ongoing educational goals.

ECPS and STC will work collaboratively through EGTCa to:

- Approve an aligned accelerated curriculum to ensure students receive dual credit
- Develop a systematic recovery process by referring students that do not meet the selection criteria to other ECPS alternative options
- Potentially replicate the model throughout Georgia

The founding committee has determined that a charter school is the most efficient vehicle to develop a strong, quality alternative option for students.

The letter of intent for the EGTCa that was submitted to the local school board and to the SBOE is attached in Appendix A.

Student Enrollment and Grade Structure

EGTCA will enroll approximately 50 students for grades 9 through 12 during its first operating school year of 2008-2009 and will continue to increase the enrollment to 150 students within the next 2 years at the Effingham Campus of Savannah Technical College. EGTCA's projected three-year enrollment is expected to be as follows:

Year	2008-09	2009-10	2010-11
Grade Levels	9th-12th	9th-12th	9th-12th
Enrollment Forecast	50	100	150

ECPS offers informational meetings each year for programs that enroll students across all attendance zones in the district. These meetings are well publicized and draw students from all areas of the district. EGTCA will be included in these informational meetings which will ensure that students representing the racial and socioeconomic diversity in the community will all be included. The ECPS counselors will also be informed about the school so they will be able to help identify students who need a different option rather than the traditional high school. STC will also hold informational meetings on the EGTCA campus, which will be broadly publicized and open to all.

In addition, ECPS works closely with several community-based organizations, each of which will assist EGTCA with locating potential students. Because of the community spirit, endorsement and support, locating students will be a true team effort. Because of this team effort coupled with the number of young people lacking high school diplomas, enrollment projections will be met.

EGTCA will follow O.C.G.A. §20-2-2066 by enrolling all eligible pupils who submit a timely application, and who want to complete high school while concurrently earning college

credits and learning technical skills - unless capacity is exceeded. Students who meet the following criteria will be targeted: 16-20 years of age; out of school or on the verge of dropping out; behind in high school credits; minimum of 8th grade reading level; eligible to attend a Effingham County school; expressing a goal to complete a high school diploma.

Criteria for Admission

- The EGTCA will be open to students residing in the School District.
- The EGTCA shall not enroll any student who is under a current term of suspension or expulsion.
- The EGTCA shall project annually, the number of Full Time Equivalent (FTE) students and the Georgia Education Finance Program (GEFP) category that EGTCA will serve each year. Enrollment projections will be capped or limited based upon the availability of space of the EGTCA in a grade level, classroom, facility and location.
- The EGTCA shall publish advance notice of its enrollment period. During the established enrollment periods, the EGTCA will accept applications from parent(s) or guardian(s) for enrollment of eligible students, according to the criteria set forth in this Charter.
- The EGTCA shall enroll any student (including students with disabilities) who resides in the designated attendance zone and who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such case, all such applications shall have an equal chance of being admitted through a random-selection process unless otherwise prohibited by law; provided, however, that the EGTCA shall give enrollment preference to students who reside in the attendance zone pursuant to the preferences set forth in O.C.G.A Section 20-2-2066.

- Should the number of applicants exceed the number of positions available; students will be selected during a public lottery held at the school. All applicants who have submitted a timely and complete application will have their names drawn and will be assigned numbers. Notification letters will be mailed to all applicants. As positions become available during the spring and summer, families will be contacted in order on the waiting list.
- Once admitted to the EGTCAs, students will not have to reapply for subsequent years.
- On the 10th day of each year, and at other times requested by the School Board, the EGTCAs will provide the School Board with the enrollment numbers and a list of students.

Each child signing up for the EGTCAs will be required to complete the Safe Schools Registration Questionnaire. Any student signing up for the EGTCAs who has been adjudicated guilty of a designated felony act or charged with or found guilty of crimes or offenses similar to those stated in O.C.G.A. §15-13-37 shall be referred to the District Placement Team for appropriate placement in accordance with Effingham County Public Schools Policy. In the event a student attending EGTCAs is guilty of a designated felony act or charged with or found guilty of crimes or offenses similar to those stated in O.C.G.A. §15-13-37, the student will be subject to the consequences in the Conduct Code of EGTCAs and will be referred to the District Placement Team.

EGTCAs inputs student enrollment data into the SASI system operated by the Effingham County Public Schools and has granted the Board of Education the rights to enrollment data necessary for reporting purposes. EGTCAs will provide all required data elements for reporting and FTE counts three times yearly to the district. The school obtains and maintains permanent

records on all students, which are forwarded to the student's next school upon request. The EGTCAs are subject to compliance with the entry, health examinations, and immunization requirements of State rules and regulations.

- The parent(s) or guardian(s) must complete and sign an application form which must include, but not be limited to, the following:
 - The student's name, social security number, date of birth, place of birth, race, local and mailing address, telephone number, verification of birth, last school attended, Limited English Proficiency (LEP) information, health screening requests for vision and hearing
 - The parent's or guardian's name(s), local and mailing address, and telephone number; and
 - Documentation of eligibility criteria as outlined in the Charter.
- All applications for enrollment shall be maintained by the Charter School.
- The EGTCAs may enroll students who meet the eligibility criteria under this Charter by accepting a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.
- The Board shall transfer a student's cumulative record, including all disciplinary records, to the EGTCAs upon enrollment. The EGTCAs shall comply with the Federal Educational Right to Privacy Act (FERP A). The EGTCAs will not publish a student directory as defined in the Family Educational Rights and Privacy Act.
- Attendance is a critical component of success in EGTCAs or any school. Individualized attention from a team of teachers, resource specialists and high school graduation coaches

will help students overcome barriers to regular attendance. This team will be the “cheerleaders” that the students sometimes need to achieve their goals.

- Students will be able to withdraw from EGTC A at any point in time and return to their local zoned public school or any other school to which they can gain admissions. Upon notification of student withdrawal, EGTC A will immediately notify the ECPS.

School Calendar

EGTC A students will follow the STC school calendar to enable them to feel part of the college environment. Grade reporting will follow the ECPS calendar in order to allow the EGTC A students to be included in all reporting of ECPS students. However, extended weeks/hours for the remediation or supplemental assistance, as needed, will be incorporated into individual students’ schedules. A copy of the STC calendar is in Appendix B.

Section Two – Explanation of Waivers

Flexibility

The Effingham Gateway to College Academy (EGTC A) will utilize the broad flexibility from laws, rules and regulations listed in the Official Code of Georgia Annotated (O.C.G.A.) §20-2-2065(a). As such the EGTC A requests the blanket waiver except for The Charter Schools Act of 1998 and O.C.G.A. 20-2-211(e) (fingerprinting and criminal background check). The above waivers will not undermine and are consistent with the intent of the waived state and local rules, regulations, policies and procedures, or provisions of Title 20 of the Official Code of Georgia because they are designed to benefit the needs of the students at EGTC A. The Gateway to College program focuses on young men and women ranging in age from 16-20, who have dropped out of high school, or are on the verge of dropping out of high school, and have a desire and/or need to earn their high school diploma in a non-traditional setting. By offering Gateway

to College on a technical college campus, students are given the opportunity to earn college credits and marketable career skills while completing requirements for their high school diplomas. After one semester of studies within a cohort group, the Gateway to College students integrate into the college environment by taking college classes with the “regular” college students, giving them the college experience as soon as possible.

The community’s poverty rate (over 20%) and crime rate are at unacceptable levels and may be directly related to the high school dropout rate. The goals and objectives of EGTCa will have a direct positive impact on the dropout rate and are therefore in the best interest of the local community and public in general.

Section Three – Performance Accountability

This section will describe the accountability provisions as required by O.C.G.A. §§20-14-30 through 20-14-41. The charter school petitioner will use state assessments as required by law and the Effingham County Public Schools testing program to measure student progress.

Baseline Standards of Achievement

EGTCa will work closely with the STC Testing Center and the ECPS in establishing the Baseline Standards Achievement of incoming students. The following data will be collected:

- Performance on the TABE (Test of Adult Basic Education)
- Performance on other standardized tests as available and appropriate for the individual students
- Verification of beginning grade level
- Verification of incoming GPA

EGTCa will compile and assess the information from all assessments to refine curriculum and classroom practice and to ensure that the school can respond to the needs of individual learners. Where these assessments reveal that students are not performing at appropriate levels (information will vary based on assessments used), modifications and remediation will be

provided. EGTCAs will be subject to the accountability provision of O.C.G.A. §20-14-30 through 20-14-41 and will use the same testing program to measure student progress. EGTCAs will comply with all requirements of the Single Statewide Accountability System.

EGTCAs will follow the testing schedules and calendar of the Georgia Department of Education (GDOE) and the ECPS. EGTCAs reserves the right to select an assessment if not already selected by GDOE or ECPS. EGTCAs will also develop local assessments aligned with the Georgia Performance Standards where applicable. These assessments will include teacher-developed assignments and tests, portfolios, and direct examination of student work against the state standards.

EGTCAs’s testing schedule will include:

	Georgia’s Work Ready Assessment	End-of-Course Test (EOCT)	GA High School Graduation Test	ACCESS for ELLs	Georgia High School Writing Test (GHSWT)
Grade 9	X	X			
Grade 10	X (if necessary)	X		X	
Grade 11	X (if necessary)	X	X	X	X
Grade 12	X (if necessary)	X	X (if necessary)	X	X (if necessary)

Student Performance Outcomes

Upon high school graduation, students will have performed at least as well as other ECPS students as measured by the Georgia High School Writing Test, Graduation Test, and End of Course Tests. The students will show measurable improvement in first-time pass rates on the Georgia High School Writing Test. In addition, student performance on the Georgia High School Graduation Test will meet the benchmarks for the annual measurable objectives (AMO) as shown in the table below.

Annual Goals for First Time Pass Rates on Enhanced Georgia High School Graduation Test in English Language Arts and Mathematics.

<u>Enhanced GHS GT English Language Arts</u>	
2008-2010	87.7% of students in each subgroup reach proficiency
2011-2014	Progress from 90.8% to 100%; by 2014, 100% of students in each subgroup reach proficiency
<u>Enhanced GHS GT Mathematics</u>	
2006-2007	68.6% of students in each subgroup reach proficiency
2008-2010	74.9% of students in each subgroup reach proficiency
2011-2014	Progress from 81.2% to 100%; by 2014, 100% of students in each subgroup reach proficiency

AYP Accountability of EGTC A

EGTC A will successfully achieve State of Georgia DOE AYP status each year. Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a function of grade level, time enrolled at the EGTC A, and baseline levels.

Methods of Measurement

The formal measures that will be used to document academic progress and provide comparative achievement information are:

- Standard grades in individual classes
- Pre-and post TABE (Test of Adult Basic Education) upon entrance and the semester prior to graduation
- End of Course Tests
- Georgia High School Writing Test
- Georgia High School Graduation Test
- Georgia Alternate Assessment (GAA) for some students, as needed
- Graduation/completion rates
- Overall GPAs
- 95% participation rate on the Georgia High School Graduation Test
- Georgia’s Work Ready Assessment

Section Four – Special Services

Students with Disabilities

Students with disabilities who are enrolled in the EGTCAs shall be provided programs implemented in accordance with federal and state laws, local policies, and procedures. An Individual Education Plan (IEP) must be developed and implemented for every student identified and placed as a student with a disability covered by the Individuals with Disabilities Education Act (IDEA).

The EGTCAs shall provide ESE services as documented on the IEP. Once a student is enrolled, EGTCAs will review and make a good faith effort to implement any existing IEP as required by law. If it is believed that a student has needs that cannot be met at EGTCAs, an IEP meeting shall be called to evaluate the IEP and make determinations about the feasibility of providing services, any possible IEP modifications, and finally to determine whether the student requires services that cannot be provided. If it is determined that the student has needs that cannot be met at EGTCAs, the IEP committee will focus on the appropriate placement for the student.

The Board shall be responsible to ensure that the needs of ESE students are being met. Therefore, the District staff shall have access to view, review, copy, retrieve, request, and/or recover the ESE files at the EGTCAs upon request. EGTCAs will follow the inclusion model of providing special education services to students with special needs. EGTCAs will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act. EGTCAs' Student Support Team will work closely with ECPS to coordinate appropriate resources and environments for all students, where appropriate. EGTCAs will utilize

the services and personnel from the Student Services Department of Savannah Technical College Effingham Campus to provide services to students with disabilities.

Individualized Education Plans (IEP)

When a student applies to the Effingham Gateway to College Academy the EGTC director will contact the school system where the student last attended to request academic records and will inquire at that time if the student received special education services. If the student had an IEP at the last school attended, an inquiry will be made through the school system's Department for Exceptional Children to obtain a copy of the IEP. After obtaining the IEP, ECPS will assign a Lead Teacher for Special Education to EGTC to follow up on the IEP and make any recommendations for an updated IEP or updated evaluation upon the student's enrollment. EGTC and STC's Student Support Team will collaborate with the Student Services Department staff to coordinate and deliver services as specified in the IEP.

ESOL Students

EGTC will serve ESOL students in accordance with all applicable federal and Georgia laws and regulations. ESOL students will be given appropriate support based on documented deficiencies in mastery of functional English. Results from the Assessing Comprehension and Communications in English State to State for English Language Learners (ACCESS for ELLs) or another appropriate instrument will be used to determine the needs of the student. When applicable, the Effingham Gateway to College Academy will follow state-regulated administration of the ASSESS instrument.

Ancillary Services

All Students attending EGTC will be required to have records of immunizations on file. Staff will provide referrals for any perceived health problems. When further diagnostic or

psychological testing is needed to provide support and services for a student at EGTC, the school will contract with a local agency (through ECPS or a private source) to perform the necessary tests. Following the tests, the agency will counsel the student and family. In cases where the diagnostic or psychological tests conclude that the student is in need of additional services, EGTC will follow state reporting and IDEA procedures to arrange for the service coordinating closely with the family. EGTC will contract with ECPS or a private organization to provide the quality service necessary to assist and support the student and his/her family.

EGTC will participate in ECPS district-wide health services plans and scheduled events. It is EGTC's intent to ensure that every child has the opportunity to receive health related services such as vision, hearing and scoliosis screening and necessary immunizations at the school site.

Student Transportation

One of the key purposes of EGTC is to provide students that have dropped out of high school an opportunity to attend classes in a collegiate setting where they will be treated as regular college students. Like other college students, the EGTC students will be of driving age and many will elect to drive their personal vehicles to campus. At no cost to the student, parking places are available for students who drive to school. The EGTC will be located in a rural setting that is not serviced by public transportation. The EGTC and the Effingham County Schools have agreed to develop a transportation plan for those students who are unable to provide their own transportation.

Food Service

No food services will be provided. Vending machines providing breakfast, lunch and snack selections are available within the STC Campus with an indoor cafeteria-style seating area and outdoor courtyard seating areas.

Extracurricular/Co-curricular Activities

Students will be able to participate in the extracurricular and co-curricular activities that are offered to the college students at STC. These activities include: student cultural and social events. EGTCAs students will not be eligible to participate in extracurricular or co-curricular activities of ECPS.

Section Five - Curriculum and Instruction

This section addresses (1) the focus of the curriculum; (2) the instructional methods to be used, and (3) distinctive or unique instructional techniques or educational programs to be implemented and (4) credentials and credits that students will earn. The uniqueness of EGTCAs is the dual-credit component of the curriculum. Students will engage in a rigorous and challenging academic program that is aligned with the mission of High Schools That Work (HSTW):

“The HSTW effort is based on the belief that, in the right school environment, most students can learn complex academic and technical concepts.... The mission of schools in the HSTW network is to prepare high school students for both postsecondary education and career by having students complete a solid academic core and either an academic, a career/technical or blended concentration.” (SREB)

The EGTCAs curriculum is designed to assist students in meeting the purpose and objectives of the Georgia Performance Standards for 9th-12th graders, as well as STC’s curriculum. (Appendix C). As a result, the EGTCAs student will be able to earn a high school diploma, college credits and a marketable skill with a technical certificate, diploma, and/or associate degree.

The EGTC A curriculum:

- motivates and assists students with meeting requirements to complete their secondary education
- motivates and assists students in meeting the requirements to succeed in the post-secondary education program
- offers opportunities for hands-on experiences for students
- facilitates acceleration rather than remediation
- nurtures an awareness and understanding of unique and diverse perspectives and practices
- enhances the creative, physical, emotional, and intellectual abilities of students
- incorporates materials and technological resources that support student achievement of content and process standards
- creates a framework/mechanism for the implementation of a creative and innovative model of delivery/instruction
- promotes student learning and acceptance of positive values/concepts
- fosters the development of knowledge required to make sound career and educational choices
- fosters collaboration in a non-threatening environment

Georgia Work Ready Centers

In addition to the course alignments in the academic and career areas, STC is part of a statewide network of Georgia Work Ready Centers; therefore, EGTC A students will have the opportunity to earn a Georgia Work Ready Certificate which is recognized and valued by employers across the state. Through the Georgia Work Ready program, skills that employers consider essential to job success are measured and documented by the Georgia Work Ready Certificate. Certified skill levels are then matched with existing or customized job profile requirements. As part of the Georgia Work Ready network, STC administers these certification assessment tests, which cover work characteristic skills and foundational skills such as mathematics, reading for information, locating information, problem solving and communication.

Class Size: The class sizes at EGTC A will adhere to the maximum of 25 students per class.

Student-Focused Lessons and Hands-on Activities:

At EGTCA, teachers will develop student-focused lessons and hand-on activities that encourage students' critical thinking skills. The goals of EGTCA and the common student learning outcomes are:

1. Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to assimilate, analyze, and present in oral and written forms, a body of information;
- Ability to analyze arguments;
- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

2. Quantitative Reasoning and Mathematics: quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to model situations from a variety of settings in generalized mathematical forms;

- Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems;
- Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning;
- Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations;
- Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships;
- Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions;
- Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe;
- Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.

3. Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical spatial relationship; and, flexibility, open-mindedness, and tolerance.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to relate local, national, and global social policy;
- Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change;
- Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;
- Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one's own culture.

4. Scientific Reasoning: Scientific reasoning will be characterized by understanding and applying scientific method, laboratory techniques, mathematical principles, and experimental design to natural phenomena.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to understand basic scientific principles, theories, laws as they apply to all scientific disciplines;
- Ability to demonstrate knowledge in at least one area of science;
- Ability to discern the role in and impact on science on society;
- Ability to identify and properly use appropriate technologies for scientific inquiry and communication including collecting and analyzing scientific data;
- Ability to understand the physical universe and science's relationship to it;
- Ability to understand the changing nature of science;
- Ability to understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena;
- Ability to demonstrate critical observation and analysis;
- Ability to apply mathematical principles to scientific inquiry, including the use of statistics and formulae to understand quantitative data.

5. Career/Work Ready Perspective: Career/Work Ready perspective will be characterized by the ability of the students to make informed decisions involving the workplace including personal job satisfaction decisions and, more importantly, the importance of customer satisfaction and retention.

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to make informed judgments about the American workforce and workplace;
- Ability to recognize when to promote personal opinions to improve the workplace, and clearly articulate ideas and suggestions to management;
- Ability to recognize and support the importance of proper ethics in the workplace

Methods of Instruction

EGTCA will recruit and employ teachers with a proven track record of successfully maximizing classroom learning. The following strategies will be used in EGTCA's classrooms:

- direct whole-class instruction
- indirect whole-class instruction
- instruction incorporating various learning modalities
- instruction adapted to multiple intelligences
- teacher-directed small group instruction
- one-on-one teacher instruction
- cooperative learning
- computer activities
- educational and motivational field lessons
- whole-language instruction
- project-based learning

Learning Cohort and Schedule

During the first term of coursework, each student will be a part of a learning community cohort. Although the students' levels of academic ability will vary, students will enroll during the first term of instruction in learning support, college preparatory coursework, and career preparedness skills (incorporating Georgia's Work Ready initiative). After initial levels of academic deficiencies have been remedied, students will be given placement tests to determine appropriate enrollment levels; student will enroll in mainstream STC college classes, earning credit toward high school graduation requirements while simultaneously earning college credits as appropriate.

The purpose of the learning community's first term is to:

- Develop basic skills in foundational subjects
- Give students a sound procedural foundation in reading, writing, and math
- Assist students in applying reading, writing, and math skills in discipline-specific content areas (science, history, etc.)
- Expose students to academic habits needed to succeed in a college environment
- Establish effective relationships with instructors
- Connect with each student's "story" – and help them rewrite it
- Incorporate intrinsic and external motivation
- Assist students in setting goals and solving problems
- Balance support with accountability
- Train students to think critically and independently
- Facilitate peer-to-peer support
- Acclimate students to college and career expectations

The following is a description of courses offered by EGTC A and/or STC that will satisfy the ECPS graduation requirements. In some cases, students will be able to earn dual credit for the courses. Where courses are not perfectly aligned, the school personnel will ensure that gaps in curriculum are closed with supplemental seminars or workshops.

Course Alignment Proposal: High School – Technical College Courses

The following proposed course alignments will be continually adjusted as needed to meet any revisions in state standards, and/or technical college course offerings. All course alignment agreements will be developed and/or revised in partnership with the School District, College, and Effingham Gateway to College Academy. The high school standards used in the alignment proposals are the new Georgia Performance Standards for high school courses. The college course competencies used are the current Georgia Department of Technical and Adult Educational course competencies.

The draft alignment worksheets that are available for each high school academic subject will be used by the team of: EGTC A director, school district curriculum specialist, college curriculum specialist, and the Gateway to College curriculum support person (available through the Gates’ Foundation Gateway to College replication grant) for revising, adding or deleting curriculum as needed to meet or exceed state standards. The following summary provides a snapshot of the discussions and curriculum work to date.

I. Language Arts:

<i>9th Grade</i>	<i>Eng 098</i>
<i>10th Grade</i>	<i>Eng 101</i>
<i>11th Grade</i>	<i>Eng 191</i>
<i>12th Grade</i>	<i>Eng 193</i>

NOTE: Additional English courses are being considered to supplement the above listed college courses.

II. Science:

<i>Biology</i>	<i>Bio 191 Biology</i>
<i>Physics</i>	<i>Phy 190 Physics</i>
<i>Anatomy/Physiology</i>	<i>AHS 101 Anatomy and Physiology</i>

NOTE: Some supplemental units are being considered for Biology and Physics.

III. Mathematics:

<i>9th Grade: Math 1</i>	<i>Mat 099 and Mat 104</i>
<i>10th Grade: Math 2</i>	<i>Mat 099 and Mat 104</i>
<i>11th Grade: Math 3</i>	<i>Mat 191 and Mat 105 (Mat 194 could replace Mat 105)</i>
<i>12th Grade: Math 4</i>	<i>Mat 191 and Mat 105 (Mat 194 could replace Mat 105)</i>

NOTE: The courses group 9th and 10th grades and 11th and 12th grades. Listed below are the accelerated math alignments.

<i>Accelerated Math 1</i>	<i>Mat 104 and Mat 191</i>
<i>Accelerated Math 2</i>	<i>Mat 191 and Mat 194</i>
<i>Accelerated Math 3</i>	<i>Mat 191 and Mat 194</i>

IV. Social Studies:

<i>Principals of Economics</i>	<i>ECO 191</i>
<i>U.S. History</i>	<i>HIS 191 & HIS 192</i>
<i>World History</i>	<i>World History (course number TBD)</i>

The World History courses have recently been developed for the Technical Colleges. Due to the nature of this dropout recovery program, students may fall under different graduation

requirements; students will be held to the graduation requirements in place when they began their high school coursework.

Support for Learning

Students at EGTCA will have full access to the media center and computer lab, library, counseling, and all other support services available to the students at STC. Resource specialists will also be assigned to provide supplemental educational activities. In addition, a High School Graduation Coach will be assigned to EGTCA students. The school's Resource Specialists will monitor each student's progress to insure that all graduation requirements are being met. The Resource Specialists will give each student his/her own written academic plan and will continue to work with each student until the goal of graduation is achieved.

Because support services and individualized attention are critical components of EGTCA, Resource Specialists will be available to ensure that appropriate supplemental educational services are provided in required cases pursuant to SBOE Rule 160-4-5-.03. Similarly, in partnership with ECPS academic support and/or remediation will be provided in required cases pursuant to SBOE Rule 160-4-5-.03 and 160-4-5-.01. EGTCA's team of teachers, resource specialists and administration will work with each student individually to help ensure his/her success. STC's resources will also be made available to EGTCA's students to support them in their goal of graduation.

Section Six - Administrative Management Structure

A copy of the certificate of incorporation and a copy of the proposed by-laws for the non-profit organization established for Effingham Gateway to College Academy are included in Appendix D.

Governance

The EGTCA will operate as a not-for-profit corporation. The EGTCA shall furnish to the Board a copy of its articles of incorporation, by-laws, and amendments thereto. The EGTCA shall utilize a policymaking board, which shall be subject to the provisions of O.C.G.A. §50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. §50-10-70 et seq. (Inspection of Public Records). The role, function, and composition of the board shall be as follows:

- The EGTCA will be governed by an eleven member Governing Board which will have complete responsibility for carrying out the terms of this Charter and for managing the school subject to the management and control of the Effingham County Public Schools Board as provided in the Charter and in a manner consistent with the Constitution.
- No members of the Charter School's governing board will receive financial benefit from the Charter School's operations. A member of the governing board of the EGTCA cannot act in a private self-serving capacity for any self-serving financial benefit. This would prohibit a board member acting in his/her private capacity, from selling services directly or indirectly to the Charter School. The board member cannot stand to benefit privately.
- The governing board of EGTCA is empowered within this charter and in conformance with law and the terms of this charter to determine the rules, and regulations needed for the effective operation and general improvement of the Charter School.
- The names of the governing board members must be held current at all times and the

Board shall be notified immediately of any changes.

- The EGTCA shall provide the parents in writing the names of the members of the governing board and a means in which they may be contacted.
- The EGTCA shall provide the parents in writing the process for placing an item on the agenda for the governing board meeting.

EGTCA will be operated by a Board of Directors (that will set policies) and an EGTCA Director (who will implement and monitor the policies). The EGTCA Board will meet on a monthly basis. All employees will agree to the Code of Ethics for Educators as prepared by the Professional Standards Commission. By agreeing to the Code, EGTCA employees are committed to:

- Abiding by federal, state, and local laws and statutes;
- Maintaining a professional relationship with all students;
- Refraining from the abuse of alcohol or drugs during the course of professional practice;
- Exemplifying honor and integrity in the course of professional practice particularly in the use of public funds and property;
- Complying with state, federal, and local laws regarding the confidentiality of student records;
- Fulfilling the terms and obligations detailed in the EGTCA contract;
- Filing necessary reports of child abuse; and
- Maintaining a high level of professional conduct.

In addition to the Code of Ethics, all personnel will be in compliance with the Drug Free Public Work Force Act of 1990.

Selection of the Board of Directors

Please refer to Appendix E for a draft of the bylaws of EGTCA pertaining to Board election.

Composition of the EGTCA Board of Directors

The EGTCA Board of Directors shall be composed of eleven members: Two members of the Savannah Technical College staff, two members of the faculty of EGTCA, two parents of

students, the Chief Academic Officer of ECPS, the Superintendent (or designee) of ECPS, and three community or business representatives.

Board Members

President, STC	Savannah Technical College
Vice President, Academic Affairs	Savannah Technical College
(2) Faculty	Effingham Gateway to College Academy
(2) Parents/Guardians of students	
Chief Academic Officer, ECPS	ECPS
Superintendent (or designee)	ECPS
(3) Community or Business Representatives	
Director, EGTC (ex-officio)	Effingham Gateway to College Academy

Roles and Responsibilities of the Board of Directors

The governing Board of the Effingham Gateway to College Academy is accountable for the academic, financial, and operational policies of the school. The governing board will approve all budgets, set policy, establish procedures, approve selection of the director, and ensure the financial and administrative management of the school. Further, the governing board, the college president, in order to uphold EGTC’s mission and vision, will ensure the school’s performance standards are met or exceeded, that ongoing assessments are accomplished, that financial reports are made and controls are in place, that state and district requirements are met, and that annual progress and accountability reports are made to the district and other entities as required by law. These responsibilities will not only ensure effective organizational planning, but will also help ensure the financial stability of the school by monitoring the financial status and needs of the school. The governing board is, however, subject to the control and

management of the local board and subject to the provisions of O.C.G.A. §50-18-70. The governing board, however, is not involved in the daily administration of the program. However, it will provide an annual performance appraisal of the EGTC A Director based on performance objectives that the Board will develop in coordination with the Director. The day-to-day operations of the school will be the responsibility of the EGTC A Director.

Section Seven – Faculty and Staff

The EGTC A Director is empowered to:

- approve employment of all personnel – instructional as well as non-instructional;
- submit all personnel recommendations to the EGTC A Board of Directors;
- manage and evaluate instructional and non-instructional staff;
- develop and maintain school budget records

Conflict resolution

Conflicts which may arise as a result of this charter agreement will be resolved in the following manner. A special committee composed of an equal number of members from the ECPS, STC, and EGTC A will attempt to resolve the conflict. If this group is unsuccessful in resolving the conflict the assistance of the State of Georgia Office of Dispute Resolution will be enlisted. If there is a cost associated with engaging the Office of Dispute Resolution the three parties will share this cost equally.

Qualifications

The first term a student is enrolled in the Gateway program they take foundation courses (math, reading, and English). During this foundation term all instructors will be Highly Qualified as defined in Georgia’s Title IIA Implementation guidelines. For classes in which students are in mainstream college classes, then the instructor meets SACS qualifications for college teaching, just as in a Joint/Dual Enrollment program class. We will make sure any classes taught specifically for Gateway students are staffed by teachers with appropriate valid GA teaching

certificates in the related field. The College makes sure college classes are staffed appropriately by faculty who meet the requirements of its accrediting agency (SACS).

All teachers at EGTCa will meet the requirements established by the Accrediting body of Savannah Technical College (Southern Association of Colleges and Schools). EGTCa will use the procedures and regulation for employment of faculty and staff currently in place by STC. (Appendix F)

EGTCa will have the freedom to employ its own teachers and supporting personnel. The compensation package for all employees will be determined by EGTCa. The payment of compensation, including salaries and benefits, will be the sole responsibility of EGTCa. EGTCa employees will be eligible to participate in the same benefit package as all STC personnel (see Appendix G for salary schedules).

EGTCa employees, and contract employees, shall be required to comply with the fingerprinting requirements of Georgia statutes and rules relating to Criminal Background Checks. The EGTCa agrees that a prospective or current employee may be disqualified or may be terminated from continued employment if the prospective or current employee has been convicted of a crime classified as a felony or first degree misdemeanor directly related to the position of employment sought or convicted of a crime involving moral turpitude.

The EGTCa agrees to disclose to the parents of its students the qualifications of instructional personnel hired by the Charter School.

All employees at the EGTCa must be members of the Georgia Teachers' Retirement Program and subject to its requirements.

All employees of the EGTCa shall be entitled to the limitations on liability provided in O. C. G.A. Sections 20-2-1000 and 20-2-1001.

Staff Development and Evaluation

Prior to the beginning of the school year, teachers will receive a minimum of two weeks of in-service training from experts in the educational fields. The training will be designed to assist the teachers to become an effective teacher and to meet the goals of the state of Georgia. Throughout the year, teachers will receive supplemental in-service training determined by an informal needs assessment of the

As a replication site selected by Portland Community College to deliver the Gateway to College dropout recovery model, Portland Community College will provide the following training to the EGTCAs faculty/staff:

Portland Community College will host a three-day project kickoff for training EGTCAs staff in January 2008. Technical assistance will be provided on program design, recruitment and assessment of students, curriculum, student support, course/credit alignment, data and data collection, staff development, K-12 partnership issues, and financing.

Portland Community College will host Week 1 of on-site training in February 2008. The training will focus on orientation, evaluation, student selection, and student advising. EGTCAs will send its Director and the Resource Specialist Coordinator to observe Gateway to College in action at Portland Community College and participate in the delivery of program components.

Week 2 of on-site training will take place during the spring of 2008 and will focus on program instruction, cohort curriculum, faculty support, student support and resources, and other issues related to delivering services during the term. EGTCAs will send its key administrators/staff and/or faculty to observe Gateway to College in action at Portland Community College and meet students and instructors.

Portland Community College will host a three-day peer learning during mid-July. At this point, the full-time staff members and instructors for EGTCAs will be hired, and they will be expected to attend the peer learning session. The purpose of this training will be to review Gateway to College program principles, provide any clarifications needed, collaborate and share information among sites, and energize site staff for program implementation in the fall. The staff of Portland Community College (PCC) will meet one-on-one with EGTCAs staff to make final revisions to each implementation plan.

Security Checks

All personnel employed by EGTCAs shall be fingerprinted and have a criminal record check prior to employment.

Section Eight - Financial polices and procedures

Financial

EGTCAs has a sound financial management system and financial plan in place. It will comply with federal monitoring requirements for schools receiving federal funds. Appendix H lists the five-year (2008-2012) projected budget for EGTCAs.

EGTCAs's funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. Per pupil payments from ECPS to EGTCAs will be determined by negotiations and the district's per high school pupil expenditures pursuant to O.C.G.A. Section 20-2-2068.1.

EGTCAs has also sought supplemental funding through the Gateway to College replication project. EGTCAs has been selected as a replication site and will be receiving supplemental start-up funding from the Bill and Melinda Gates Foundation through the Gateway to College replication project based at Portland Community College. Funding is also being requested through the Governors Department of Workforce Development. The local Youth

Council of the Workforce Board has committed assistance to help pay for additional student support services.

EGTCA shall submit financial reports to the school system and shall be subject to periodic internal audits. Such internal audits shall be at the expense of the school system and the required annual external audit shall be at the expense of EGTCA. EGTCA shall not request advances or loans from ECPS. The Chief Financial Officer for EGTCA will be Ms. Sue Turner, Vice President of Administrative Service for Savannah Technical College. Ms. Turner has a Master of Business Administration and a Bachelor's in Accounting and she has 26 years of experience in the accounting and finance fields.

Audits

EGTCA will conduct proper financial practices in budgeting, internal controls, and auditing, which will be mandated by Savannah Technical College's Finance Department (see STC Business and Finance Policy, Appendix I). The EGTCA Director will submit an annual budget to its Board of Directors by June 1 of each year. EGTCA's annual fiscal period runs from July 1 through June 30. The Office Manager, under the direction of the EGTCA Director, will keep track of all revenue and expenses in the financial accounting system. Financial reports will be made at all monthly EGTCA Board of Directors meetings. The EGTCA Director and the Treasurer of the Board of Directors will provide authorization for the purchase of items over \$10,000; both signatures will be required for these requests, as outlined in the EGTCA Bylaws. An Independent audit will occur within 120 days of the end of each fiscal year, and the audit will be made available to all entities that have provided EGTCA funds to operate the school.

Request for Five Year Approval

EGTCA is seeking a five-year approval of the charter with the first year starting in July of 2008. An evaluation of the charter's compliance and progress toward charter goals, objectives and provisions will be conducted annually in a timely manner as required. Any breach of the charter provisions or for the reasons set forth in O.C.G.A. §20-2-2068 may result in termination following a hearing conducted pursuant to state law. EGTCA is responsible for sending the petition approved by the ECPS Board of Education to the State Department of Education for their approval process and, upon approval by the State Board of Education, shall execute a charter school agreement in a form approved by the State Board of Education and the ECPS.

In the event the EGTCA ceases operation for any reason, the EGTCA and its policymaking body will be responsible for winding up the business and affairs of the EGTCA and will cooperate with the Local Board and State Board to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the EGTCA ceases operation shall be remitted to the Local Board and/or State Board, whichever is appropriate, within 30 days of the day students no longer attend the charter school. Any furniture and equipment purchased with public funds shall become the property of the Local Board and/or State Board, whichever is appropriate, within 30 days of the day students no longer attending the Charter School.

Neither the Local Board nor State Board shall be responsible for the Charter School's unpaid debts in the event the EGTCA does not have sufficient funds to pay any of its debts at the time it ceases operation.

Waiver

No waiver of any breach of this Agreement shall be held as a waiver of any other or

subsequent breach.

Attendance Zone and Admissions

EGTCA will enroll eligible students residing within the ECPS attendance zone. The EGTCA shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or for special educational services. Furthermore, the EGTCA shall not discriminate on any basis that would be illegal if used by a school system.

The EGTCA shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or for special educational services. Furthermore, the EGTCA shall not discriminate on any basis that would be illegal if used by a school system.

Students who meet the following criteria will be targeted:

- 16-20 years of age
- Out of school or on the verge of dropping out
- Behind in high school credits (minimum of 5 High School credits or completion of 9th grade coursework)
- Minimum of 8th Grade Reading Level (according to Adult Placement Indicator instrument)
- Resides within the Effingham County school district
- Expressed goal to complete high school diploma

NOTE: Students are not charged tuition or fees for any of the high school classes or programs while participating in the Effingham Gateway to College Academy. Furthermore, ACCEL and HOPE grant funds may be used for dual-enrollment courses and collegiate-credit courses. If more applications are received than the Academy can accommodate, a lottery system will be used to select the students for the charter school. Because of the accelerated and rigorous curriculum, EGTCA will administer a placement test to determine the applicant's reading level.

Safety, Order, and Student Discipline

EGTCA’s Student Code of Conduct and Discipline Policy (Appendix J) are adopted from the Savannah Technical College Student Conduct and Discipline Policies. Because students will be on the college campus, EGTCA students are also expected to abide by any/all Savannah Technical College (STC) policies. There is no expectation of a conflict between the STC and EGTCA policies. Any expulsion request shall be made pursuant to the Student Code of Conduct and applicable provisions of Georgia law including O.C.G.A. §20-2-750 *et seq.*

While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment where they feel safe. STC’s emergency safety plan will be followed for emergency situations (Appendix K).

Insurance Coverage

Each insurance policy required by the ECPS for EGTCA contains a statement that the ECPS Board of Education be included as an additional insured. Copies of each policy shall be provided to the Charter School Review Office prior to the opening of school. Required insurance coverage is as follows:

A. General Aggregate	\$1,000,000		
B. Errors or Omissions	\$2,000,000	Deductible	\$10,000
C. Property	\$100,000,000	per Occurrence	
D. Auto Liability	\$100,000		
E. Theft	\$100,000		
F. Workers' Comp	Self Insured	as required by law	

Additional coverage will be added depending on state and ECPS requirements and EGTCA Board of Directors’ policies. Health insurance is part of all employment packages.

Annual Report

EGTCA will provide an annual report to parents or guardians of students attending the charter school, the Board of Directors, ECPS, and the State Board of Education. EGTCA will

make available for the community copies of the annual report. The annual report will indicate the progress made in the previous year in meeting the performance-based goals identified in the charter and will include all state-mandated assessment scores and state-mandated accountability indicators. The annual report will be submitted by October 1 and will comply with all requirements set out in O.C.G.A. §20-2-2067.1 (c)(1)-(6).

The EGTCAs shall indemnify and save and hold the Local Board and the State Board, their partners, employees, officers, directors, subcontractors and agents (collectively referred to as "Board Indemnities") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorney fees, for injury to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring, in connection with the operation of the EGTCAs from conduct committed by the Charter School, or by its employees, officers, directors, subcontractors or agents, during the term of this charter or any renewal thereof. Upon timely written notice from the Local Board and/or State Board, the EGTCAs shall defend the Local Board and/or State Board in any such action or proceeding brought thereon.

Each party shall give prompt written notice to the other of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

Except as expressly provided herein or in connection with insurance coverage required to be provided in the Charter Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs.

Except where there is an actual or potential conflict of interest, the EGTCAs and the Local Board shall fully cooperate with legal counsel for one another in connection with any legal claim

asserted against either of them in connection with the charter.

Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

This indemnification shall not apply to the extent that any claim, lien, demand, suit, or liability results from the sale negligence or wrongful act or omission of any Board Indemnities or from any act or omission of the EGTCAs required by law or this Agreement.

Nothing herein shall waive the right of Board Indemnities or EGTCAs employees and board members to assert any statutory or legal defense of sovereign immunity or official immunity.

This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any lawsuit, without relieving the indemnifying party of its obligation hereunder.

Disclaimer of Liability

The parties expressly acknowledge that the EGTCAs are not acting as the agent of the Local Board or the State Board except as required by law or this Agreement, and neither the Local Board nor State Board assumes any liability for any loss or injury resulting from (1) the acts and omissions of the Charter School, its directors, trustees, agents, or employees or (2) any debt or contractual obligation incurred by the Charter School. The EGTCAs acknowledge that it is without authority to, and will not, extend the faith and credit of the Local Board or State Board to any third party.

Section Nine – Facilities and Location

The Effingham Gateway to College Academy will be located on the Effingham Campus of Savannah Technical College at 2890 Highway 21 South, Rincon, GA 31326 (See Appendix L for the Certificates of Occupancy/Documentation of Ownership). This campus is centrally located in Effingham County and easily accessible by the students most likely to be participating in the Effingham Gateway to College Academy.

Description of Savannah Technical College Facilities:

STC Campus locations:

Effingham Campus

White Bluff Road, Effingham

Crossroads Technology Campus

Crossroads Business Park, Effingham

Liberty Campus

Airport Road, Hinesville

Ft. Stewart Office

Army Education Center, Ft. Stewart

Effingham Campus

Hwy 21, between Springfield and Rincon

Square Footage:

Effingham Campus: 6 buildings plus trailers

Campus Shop - 45,737 gsf

Administrative Services - 39,886 gsf

(Housing Admin Services, Instructional Services offices, and a “One-Stop Shop” modeled Student Success)

Classroom Building – Gwenn Goodman Hall 1st floor - 42,541; 2nd floor - 43,145 gsf

(Housing Allied Health, Graphing Lab, Facilities and Operations, Public Safety Office, Cosmetology Lab, General Studies and GED classes, Dental Assisting, and EMT lab.)

Library - 11,201 gsf

Trailers - 7,440 gsf

(Offering additional space for computer labs, tutoring, and Gen. Studies instruction.)

Occupational Technology - 44,722 gsf

(Housing Industrial Technology programs such as Welding, Air Conditioning, Industrial maintenance, Plumbing, Electrical, etc.)

Automotive - 15,431 gsf

(Includes instruction in Auto Body, Electrical Systems, and Engine Maintenance, and other related courses.)

Crossroads Campus: 1 building

(Offering classes for Continuing Education, Gulfstream partnership, Quickstart Program for local businesses, local offices for Childcare Resource and Referral Agency and an ACT Testing Center.)

Campus total 32,958 gsf

Quickstart Section - 3,528 gsf

Effingham Campus: 1 building

(Offering classes for General Studies, Computer, Distance Learning, Allied Health, Adult Literacy and Occupational Technology.)

Campus Total 18,038 gsf

Section Ten – Community, Parent, Faculty Involvement

Representatives from Savannah Technical College, The Effingham County Public School System, Armstrong University, Effingham State University, and the Effingham Area Chamber of Commerce have been working with the development and implementation of the petition.

Informational meetings were scheduled at local organizations such as the Rotary Clubs, Excellence Fund, and the local Workforce Board's Youth Council. These organizations will continue to be involved with EGTC.

It is the belief of the Effingham Gateway to College Academy petitioners and Board that increased parental involvement translates into increased student achievement. EGTC will encourage, honor, and respect the parent voice. Parent involvement and the inclusion of the parent voice will be insured in the following manner:

- EGTC will form a parent committee that will meet at the school monthly to discuss school issues and policies. However, any parent may attend the meetings. An elected representative of that committee will be given a seat on the governing board and will act as the communications liaison between the parents and the governing board.
- Parent-teacher meetings will be held at least four times per year (for students under the age of 18) in order to facilitate communication among parents, teachers, administrators, and students, track the progress of the students, and develop any

necessary interventions. Parents shall also be informed about student (for students under the age of 18) progress graded reports.

- Parents will be encouraged to form committees that will plan events and fundraisers, review curriculum in policies, or get involved in other areas of interest consistent with the vision, mission, in policies of the school.
- The staff of the Effingham Gateway to College Academy will maintain open lines of communication at all times with all parents. Parents will be advised that the EGTCAs staff will be available for conferences as needed.

The Faculty at EGTCAs will elect a single representative to serve on the Board of Directors.

Elections will be held annually. The elected faculty will represent the voice of the teachers by serving as a voting member of the Board of Directors and acting as a communications liaison between the teachers and the governing board. Faculty will abstain from voting on any salary issues.

In addition to these partnerships, each of STCs program areas has an advisory committee consisting of members of local businesses and organizations. EGTCAs will be incorporated into the work of each of these advisory committees since students can enroll in the STC programs. EGTCAs students will be encouraged to participate in STC activities and organizations and provide input to each of the committees. EGTCAs will be organized and operated as a non-profit corporation under the law of the State of Georgia. EGTCAs will not be controlled by an Educational Management Agency.

EGTCAs agrees that each of the following requirements shall continue during the term of this charter:

- **EGTCAs governing board, employees and volunteers shall be subject to fingerprinting and criminal background checks at the expense of the charter school.**
- **EGTCAs shall be allowed to apply for one charter school only within one year. Additional charter school applications by an existing charter school organization shall not be considered until the original charter has been renewed.**

- **EGTCA will be subject to the accountability provisions of O.C.G.A. §§20-14-30 through 20-14-41. EGTCA agrees to unannounced visits to the charter school by representatives of the**
- **ECPS to determine support needs and compliance with charter provisions. The charter school further agrees to announce instructional audits conducted by the ECPS's instructional audit team as needed.**
- **EGTCA shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of the physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct.**
- **EGTCA shall not be exempt from any federal or state laws or regulations relating to disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities in Education Act (IDEA).**
- **EGTCA is subject to all laws relating to unlawful conduct in or near a public school.**
- **EGTCA is subject to all reporting requirements of Code Section 20-2-320.**
- **EGTCA is subject to provisions of Code Section 20-2-1050 requiring a brief period of quiet reflection.**
- **EGTCA shall be subject to the provisions of Code Section 50-14-1 *et seq.* (Open and Public Meetings) and Code Section 50-18-70 *et seq.* (Inspection of Public Records).**

Appendices

Appendix A. Letters of Intent for the Effingham Gateway to College Academy

Appendix B. School Calendar

Appendix C. Savannah Technical College Curriculum

Appendix D. Articles of Incorporation and By Laws of Non-Profit Entity

Appendix E. By-Laws of EGTC A Governance

Appendix F. Savannah Technical College Employment Procedures

Appendix G. Salary Schedule

Appendix H. EGTC A Five Year Cash Flow Projections

Appendix I. STC Business and Finance Policy

Appendix J. Code of Conduct/Discipline Policy

Appendix K. Emergency Safety Plan

Appendix L. Certificates of Occupancy/Documentation of Ownership

Appendix M. Letters of Support for EGTC A

Appendix N. Application to Savannah Technical College

Appendix A. Letters of Intent for the Effingham Gateway to College Academy

June 6, 2007

Ms. Vera Jones, Chairperson
Effingham County Board of Education
405 North Ash Street
Springfield, GA 31329

Dear Ms. Jones:

This is a letter of intent to submit a charter petition for Gateway to College. Charter status for Gateway to College will provide Savannah Technical College extra flexibility which will be helpful for the non-traditional framework of the program and extra funds that will be needed to provide the additional support that students will need to be successful in the program.

The vision of the Gateway to College Academy of Georgia (GTCAG) is to create a window of opportunity for high school dropouts to find their way back toward educational attainment. GTCAG will provide an alternative to the stigma of a GED and the hopelessness that many dropouts inevitably face. GTCAG students will be college students and have the opportunity to complete their education in a mature, adult environment. The greatest benefit to the school will be that it does actually create a “Gateway to College” for individuals that never dreamed college was possible.

The mission of GTCAG is to recover high school dropouts ages 16-20 and re-channel them into the public education pipeline. As previously stated, this mission will be accomplished through the collaborative efforts of Savannah Technical College and the Effingham County Public Schools in offering the students the option of completing high school while concurrently receiving credit towards a college degree, certificate or diploma. The school will be based on the Gateway to College model which has already been proven to increase student achievement through academic and organizational innovation. The combined high school and college educational programs at GTCAG will include instructional deliveries to address the targeted student learning styles, a technology-across-the curriculum approach and incorporate an integrated, academic seminar series at each grade level.

The grade levels that will be served will be students in 9th through 12th grades. Approximately 150 students will participate in the first year with up to 300

students by the third year. The proposed opening date is August 2008.

Sincerely,

C. B. Rathburn, Ph.D.
President

cc: Randy Shearouse, Superintendent, Effingham County Public Schools

June 6, 2007

Mr. Andrew W. Broy
Director of Charter Schools
2053 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Mr. Broy:

This is a letter of intent to submit a charter petition for Gateway to College. Charter status for Gateway to College will provide Savannah Technical College extra flexibility which will be helpful for the non-traditional framework of the program and extra funds that will be needed to provide the additional support that students will need to be successful in the program.

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The grade levels that will be served will be students in 9th through 12th grades. Approximately 150 students will participate in the first year with up to 300

students by the third year. The proposed opening date is August 2008.

Sincerely,

C. B. Rathburn, Ph.D.
President

Appendix B. School Calendar

2008-2009 School Calendar

Draft

School Calendar 2008-2009

FALL QUARTER START 9/26-END 12/16

Registration	9/24-9/25
Late Registration	9/26
First Day of Class	9/26
Mid-Term Exams	10/29-10/30
Last Day to Drop Without Penalty	10/30
Pre-Registration Winter Quarter	11/24-11/26
Quarter Ends	12/11
Final Exams	12/15-12/16

WINTER QUARTER START 1/6-END 3/20

Registration	1/2-1/5
Late Registration	1/6
First Day of Class	1/6
Mid-Term Exams	2/10-2/11
Last Day to Drop Without Penalty	2/11

Pre-Registration Spring Quarter	3/2-3/4
Quarter Ends	3/17
Final Exams	3/19-3/20

SPRING QUARTER START 4/1-END 6/16

Registration	3/30-3/31
Late Registration	4/1
First Day of Class	4/1
Mid-Term Exams	5/6-5/7
Last Day to Drop Without Penalty	5/7
Pre-Registration Summer Quarter	6/1-6/3
Quarter Ends	6/11
Final Exams	6/15-6/16

Appendix C. Savannah Technical College Curriculum

SAVANNAH TECHNICAL COLLEGE COURSE DESCRIPTIONS

Accounting

ACC 101 - Principles of Accounting I Credits: 6.00

Introduces the student to the basic concepts of accounting, with emphasis on sole proprietorship service and merchandising enterprises. Topics include: accounting vocabulary, basic concepts of transaction analysis, accounting cycle for a service business, accounting cycle for a merchandising business, the matching principle and related adjustments, accounting for and control of cash, and concepts of internal controls.

ACC 102 - Principles of Accounting II Credits: 6.00

Introduces the student to fundamental principles of accounting for receivables, inventories, fixed and intangible assets, current liabilities, partnerships, corporate stockholder equity, income taxes, investments, and unusual income statement items.

ACC 103 - Principles of Accounting III Credits: 6.00

Introduces the student to the basic concepts of accounting, with emphasis on sole proprietorship service and merchandising enterprises. Topics include: accounting vocabulary, basic concepts of transaction analysis, accounting cycle for a service business, accounting cycle for a merchandising business, the matching principle and related adjustments, accounting for and control of cash, and concepts of internal controls.

ACC 104 - Computerized Accounting Credits: 3.00

Introduces the student to the use of accounting software applications for the practice of accounting. Topics include: history of accounting information systems (AIS), database concepts, backup issues, evaluation and selection of accounting software, and the intensive use of Quickbooks Pro in the following modules: general ledger, sales and A/R, purchasing and A/P, inventory management, payroll, cash management, and company creation.

ACC 106 - Accounting Spreadsheet Fundamentals Credits: 3.00

Introduces the student to the use of electronic spreadsheet applications for the practice of accounting. Topics include: spreadsheet creation and modification, data entry, formatting issues, calculations and formulae, and presentation issues. Students will apply spreadsheet techniques to the preparation of financial statements, accounting schedules, and managerial accounting problems.

ACC150 Cost Accounting Credits:5.00

Introduces the student to cost concepts, cost behavior, and cost accounting techniques as they relate to manufacturing cost systems. Topics include: job order cost accounting, process cost accounting, and standard cost accounting.

ACC 151 - Individual Tax Accounting Credits: 4.00

Introduces the student to issues concerning federal taxation of individuals and sole proprietorship businesses. Topics include: gross income, adjusted gross income, taxable income, exemptions, deductions, tax credits, tax calculations, tax depreciation, and capital gains.

ACC 152 - Payroll Accounting Credits: 4.00

Introduces the student to the laws and regulations that affect a company's payroll structure and to practical application skills used in maintaining payroll records. Topics include: payroll and personnel records, calculation of gross pay, federal and state income taxes, social security taxes, unemployment taxes, payroll systems, and general ledger accounting for payroll.

ACC154 - Personal Finance Credits: 5.00

Introduces the student to practical applications of concepts and techniques used to manage personal finance. Topics include: cash management, time value of money, use of credit, purchasing decisions, insurance, investments, retirement and estate planning.

ACC 155 - Legal Environment of Business Credits: 5.00

Introduces the student to the legal environment of business and its relationship to accounting. Topics include: legal ethics, legal processes, business contracts, business torts and crimes, real and personal property, agency, risk-bearing devices, negotiable instruments, and other selected portions of the Uniform Commercial Code.

ACC 156 - Business Tax Accounting Credits: 4.00

Introduces the student to issues concerning federal taxation of corporations and partnerships. Topics include: legal organizational form; general taxation of partnerships, S-corporations, C-corporations, and LLCs; special corporate and partnership issues; corporate tax elections; adjustments to income and expenses; tax depreciation methods; reconciliation of tax and book income; and taxation of gains and losses.

ACC 158 - Managerial Accounting Credits: 5.00

Introduces the student to the preparation and interpretation of data for business planning and management. Topics include: budgeting, capital investment decisions, price levels and foreign exchange, analysis of financial statements, and internal reporting.

Auto Collision Repair

ACR 100 – Safety Credits: 1.00

Provides instruction in procedures and practices necessary for safe operation of automotive collision repair facilities. Topics include: work facility safety and cleanliness safety devices, fire prevention and safety, and environmental safety.

ACR 101 - Automobile Components Identification Credits: 3.00

Introduces the structural configuration and identification of the structural members of various automotive unibodies and frames. Topics include: unibody construction, frame types, stub frame types, body panels, and mechanical components.

ACR 102 - Equip & Hand Tool Identification Credits: 1.00

Introduces various mechanical and electrical systems requiring repair of damages incurred through automobile collisions. Topics include: engine accessory systems, emission control systems, air conditioning systems, braking systems, engine wiring, power accessories systems, and restraint systems.

ACR 104 - Mechanical & Electrical System Credits: 2.00

Introduces various mechanical and electrical systems requiring repair of damages incurred through automobile collisions. Topics include: engine accessory systems, emission, control systems, air conditioning systems, braking systems, steering columns, and engine removal and replacement sequence, lighting systems, and engine wiring, power accessories and restart systems.

ACR 105 - Body Fiberglass, Plastic & Rubber Credits: 3.00

Provides instruction in non-metallic auto body repair techniques. Topics include: cracked and splintered area repair, bonding agent usage, fiberglass and plastic body parts removal and replacement procedure, partial fiberglass header panel replacement procedure, plastic identification, plastic and rubber welding techniques, and Sheet Molded Compound (SMC) repairs.

ACR 106 - Welding and Cutting Credits: 4.00

Introduces welding and cutting procedures used in auto collision repair. Emphasis will be placed on MIG welding techniques. Topics include: MIG welding, oxyfuel welding, metal cutting techniques, resistance welding, unibody welding techniques, weld removal techniques, and safety procedures, and plasma ARC cutting.

ACR 107 - Trim, Accessories & Glass Credits: 2.00

Provides instruction in removal and replacement methods of a variety of non-structural cosmetic and safety features of the automobile. Topics include: interior and exterior trim, mirrors, weather stripping, stationary and non-stationary glass, interior components, fasteners, and safety procedures.

ACR 109 - Damage Identification & Assessment Credits: 3.00

Introduces procedures and resources used in the identification and assessment of automotive collisions damages. Topics include: assessment plan determination, damage analysis, collision estimation, service manual use and computerized estimation.

ACR 110 - Minor Collision Repair Credits: 2.00

Introduces the materials and operations required to repair minor collision damage. Topics include: pick, file, and finish procedures; body repair materials identification; body fillers usage; disc grinder procedures; pull rod and slide hammer usage; stud-welders and safety procedures.

ACR 120 - Conventional Frame Repair Credits: 3.00

Emphasizes the diagnosis, straightening, measurement, and alignment of conventional automobile and truck frames. Topics include: alignment measurement systems, damage repair diagnosis, equipment types, and usage,

frame straightening and alignment techniques, and safety precautions, and computerized damaged diagnosis.

ACR 121 - Unibody I.D./Damage Analysis Credits: 2.00

Provides instruction in the identification and analysis of various forms of unibody damage. Topics include: identification of collapse or buckle damage, sag, sideways, twist, and secondary damage; and lift equipment usage and safety.

ACR 122 - Unibody Measure & Fixture Credits: 2.00

Provides instruction in a variety of alignment measuring and fixturing systems. Topics include: universal mechanical system, universal laser system, dedicated fixture system, upper body panel measurement, and English/metric tape alignment measurement.

ACR 123 - Unibody Straightening Systems Credits: 4.00

Introduces unibody straightening systems and techniques used in automotive collision repair. Topics include: equipment types and usage, safety procedures, primary/rough and secondary damage pull, single pull correction, multiple pull correction, and impact or pull stress relief.

ACR 124 - Unibody Welding Techniques Credits: 2.00

Provides instruction in specific welding applications in automotive collision repair. Topics include: MIG welder panel welding, plug weld collision repair, butt weld collision repair, lap weld collision repair, safety procedures, resistance welding, aluminum MIG welding, and aluminum TIG welding.

ACR 125 - Unibody/Stru/Panel R&R Credits: 3.00

Provides instruction in attachment methods, proper repair and replacement of structural panels, dimensional control, areas of high stress concentration, sectional principles, and crush zones. Selection and preparation of recycled parts will be emphasized. Topics include: primary structure, rear cross member, apron and rails, tran X member, rocker, w/s posts, hinge pillar, center pillar, floor pan, spot weld removal, panel sectional cuts, and damaged panel removal and replacement.

ACR 126 - Conv/Stru/Panel R&R Credits: 5.00

Introduces conventional body structural panel repair. A variety of removal and replacement techniques is emphasized. Topics include: partial or complete quarter panel removal and replacement, rocker panel removal and replacement, and center pillar post removal and replacement.

ACR 127 - Unibody Suspension & Steering Credits: 2.00

Provides instruction in unibody suspension and steering system damage analysis and repair. Topics include: Paralelogram suspension parts removal and replacement, rack and pinion steering system removal and replacement, damage analysis, quick check system damage determination, front end suspension equipment usage, and safety procedures.

ACR 128 - Bolt-On Body Panel Credits: 4.00

Provides instruction in the removal and replacement of bolt-on automobile body panels. Topics include: hood, deck panels, and header panels removal and replacement; fender removal and installation/coining; door removal and installation; headlamp and filler panels removal and replacement; grill removal and replacement; and head-lamp adjustment.

ACR 129 - Major Collision Repair Internship Credits: 3.00

Provides occupation-based learning opportunities for students pursuing the Major Collision Repair specialization. Students will be mentored by qualified professional technicians as they experience working in the Automotive Collision Repair profession in an industry standard commercial repair facility or industry standard simulated on-campus facility. Topics include: Conventional frame repair, unibody damage identification and analysis, unibody measuring and fixturing systems, unibody straightening systems and techniques, unibody welding techniques, unibody structural panel repair and replacement, conventional body structural panel repair, unibody suspension and steering systems, bolt-on body panel removal and replacement.

ACR 130 - Sanding Prim/Paint Prep Credits: 5.00

Introduces the materials and procedures involved in preparing automobile bodies for refinishing. Topics include: feather edging, masking procedures, safety procedures, surface preparation, corrosion preventative application, primers, sealers, primer surfacer applications, and spray gun operation and maintenance.

ACR 132 - Spec. Refinish Application Credits: 5.00

Provides instruction in the equipment, material and techniques used in the application of special paints. Emphasis will be placed on automotive refinishing procedures. Topics include: safety; paint identification; base metals

preparation and priming; equipment use and maintenance; color application; original finish sealing; panel and spot repair and blending; thinners, reducers, and additives; fiberglass, plastics, and rubber refinishing.

ACR 134 - Urethane Enamels Credits: 6.00

Provides instruction in the equipment, material, and techniques used in the application of urethane enamels paint. Emphasis will be placed on automotive refinishing procedures. Topics include: safety; paint identification; base metal preparation and priming; equipment use and maintenance; base coat and clear coat application; color application of solid and metallic finishes; original finish sealing, panel and spot repair and blending, thinners, reducers, and additives; Tri-coat refinishing.

ACR 135 - Tint and Match Colors Credits: 6.00

Introduces methods and techniques used in the process of color matching and production. Topics include: tinting methods, gun techniques, variables adjustments, color flip- flop determination and correction, and reduction procedures.

ACR 136 – Detailing Credits: 2.00

Introduces the methods and techniques used in detailing a refinished automotive surface. Topics include: finish analysis, color sanding, polishes and glazes, cleaning vehicle, and decal and stripes.

ACR 137 - Paint and Refinishing Intern Credits: 3.00

Provides occupation based learning opportunities for students pursuing the Paint and Refinishing specialization. Students will be mentored by qualified professional technicians as they experience. Working in the Automotive Collision Repair profession and in industry standard commercial repair facility or industry standard simulated on campus facility. Topics include: sanding, priming, and paint preparation, special refinishing applications; urethane enamels; tint and match colors, detailing and employability skills.

Air Conditioning

ACT 100 - Refrigeration Fundamentals Credits: 4.00

Introduces basic concepts and theories of refrigeration. Topics include: the laws of thermodynamics, pressure and temperature relationships, heat transfer, the refrigeration cycle, and safety.

ACT 101 - Principles/Practices of Refrig Credits: 7.00

Introduces the use of refrigeration tools, materials, and procedures needed to install, repair, and service refrigeration systems. Topics include: refrigeration tools, piping practices, service valves, evacuation, charging and safety, leak testing refrigerant recovery, recycling and reclamation.

ACT 102 - Refrigeration Systems Components Credits: 7.00

Provides the student with the skills and knowledge to install, test, and service major components of a refrigeration system. Topics include: compressors, condensers, evaporators, metering devices, service procedures, refrigeration systems, and safety.

ACT 103 - Electric Fundamentals Credits: 5.00

Introduction to fundamental electrical concepts and theories as applied to the air conditioning industry. Topics include: AC and DC theory, electric meters, electric diagrams, distribution systems, electrical panels, voltage circuits, code requirements, and safety.

ACT 104 - Electrical Motors Credits: 3.00

Continues the development of skills and knowledge necessary for application and service of electric motors commonly used by the refrigeration and air conditioning industry. Topics include: diagnostic techniques, capacitors, installation procedures, types of electric motors, electric motor service, and safety.

ACT 105 - Electrical Components Credits: 5.00

Provides instruction in identifying, installing, and testing commonly used electrical components in an air conditioning system. Topics include: pressure switches, overload devices, transformers, magnetic starters, other commonly used controls, diagnostic techniques, installation procedures, and safety.

ACT 106 - Electric Control Systems&Inst. Credits: 4.00

Provides instruction on wiring various types of air conditioning systems. Topics include: servicing procedures, solid state controls, system wiring, control circuits, and safety.

ACT 107 - Air Conditioning Principles Credits: 8.00

Introduces fundamental theory and techniques needed to identify major components and functions of air conditioning systems. Instruction is given on types of air conditioning systems and use of instrumentation. Topics include: types of AC systems, heat-load calculation, properties of air, psychometrics, duct design, air filtration, and safety

principles.

ACT 108 - Air Conditioning Sys. & Inst. Credits: 3.00

Provides instruction on the installation and service of residential air conditioning systems. Topics include: installation procedures, service, split-systems, add-on systems, packaged systems, and safety.

ACT 109 - Troubleshooting Air Conditioning Systems Credits: 7.00

Provides instruction on troubleshooting and repair of major components of a residential air conditioning system. Topics include: troubleshooting techniques, electrical controls, air flow, refrigeration cycle, and safety.

ACT 110 - Gas Heating Systems Credits: 5.00

Introduces principles of combustion and service requirements for gas heating systems. Topics include: service procedures electrical controls, piping, gas valves, venting, code requirements, principles of combustion, and safety.

ACT 111 - Electric Heating Systems Credits: 6.00

Provides instruction on the operation, installation, and service of electric heating systems, heat pumps, and related systems. Topics include: service procedures, electrical controls, piping, gas valves, venting, code requirements, principles of combustion and safety.

ACT 200 - Design & Application Light Credits: 4.00

Continues in-depth instruction on components and functions of air conditioning systems with emphasis on design and application of light commercial air conditioning systems. Topics include: refrigeration piping, hydronic piping, pump sizing, commercial load design, air flow, codes, and safety.

ACT 201 - Light Commercial Air Conditioning Tech Credits: 4.00

Emphasizes the study of complex control systems on light commercial air conditioning systems. Topics include: pneumatic controls, electrical controls, mechanical controls and safety.

ACT 202 - Light Commercial Air Conditioning Credits: 8.00

Provides in-depth study of the operation of light commercial air conditioning systems. Topics include: boiler operations, refrigeration components, energy management, codes, and safety.

ACT 203 - Light Com Air Cond Intern Credits: 12.00

Provides students with occupation-based instruction that applies learned skills to actual work experiences. Topics include: application of commercial refrigeration knowledge and skills, problems solving, adaptability to job equipment and technology, progressive productivity, and acceptable job performance. The light Commercial Air Conditioning Internship/Practicum is implemented through student internship in an approved occupational setting or through student work in an occupational practicum. Written individualized training plans, written performance evaluations, and required integrative experiences are used to implement this course. Other: 36.00

ACT 204 - Residential Systems Design Credits: 7.00

Presents advanced refrigeration and electrical skills and theories. Topics include: heat gain and heat loss, duct design, zone control, equipment selection, and safety.

ACT 205 - GA State & Local Codes Credits: 5.00

Presents advanced refrigeration and electrical skills and theories. Topics include: heat gain and heat loss, duct design, zone control, equipment selection, and safety.

ACT 206 - Air Distribution Systems for Residential Air Credits: 4.00

Continues development of air systems concepts, theories, and skills. Emphasis will be placed on test and balance techniques and fan laws. Topics include: test and balance techniques, fan laws, and safety.

ACT 208 - Commercial Refrigeration Design Credits: 4.00

Provides an increased level of concepts and theory beyond ACT 102. students are introduced to more design theory in commercial refrigeration. Topics include: refrigeration heat calculation, equipment selection, refrigeration piping, codes, and safety.

ACT 209 - Commercial Refrigeration Credits: 8.00

Introduces the application of fundamental theories and concepts of refrigeration. Emphasis will be placed on equipment application, installation procedures, cycle controls, energy management, and safety.

ACT 210 - Trouble Shooting & Serving Com Credits: 8.00

Continues to provide experience in maintenance techniques in servicing light commercial refrigeration systems. Topics include: system clearing, troubleshooting procedures, replacement of components, and safety, Lecture:

3.00 Lab: 2.00

ACT 211 - Commercial Refrigeration Inter Credits: 12.00

Provides students with occupation-based instruction that applies learned skills to actual work experiences. Internship will allow students opportunities to service heavy-duty refrigeration equipment in commercial settings. Topics include: application of commercial refrigeration knowledge and skills, appropriate employability skills, problem solving, adaptability to job equipment and technology, progressive productivity, and acceptable job performance. The Commercial Refrigeration Internship/ Practicum is implemented through student internship in an approved occupational setting to through student work in an occupational practicum. Written individualized training plans, written performance evaluations, and required integrative experiences are used to implement this course.

ALLIED HEALTH

AHS 101 - Anatomy and Physiology Credits: 5.00

Focuses on basic normal structure and function of the human body. Topics include: an overview of each body systems, how systems coordinate activities to maintain a balanced state; recognizing deviations from the normal; and medical terminology including basic word structure and terms related to body structure and function are taught as an integral part of the course.

AHS 102 - Drug Calc. & Admin. Credits: 3.00

Utilizes basic mathematical concepts and includes basic drug administration. Topics include: resource materials; systems of measurement; abbreviations; drug calculations; and administration of medications in a simulated clinical environment.

AHS 103 - Nutrition and Diet Therapy Credits: 2.00

This course is a study of the nutritional needs of the individual. Topics include: basic nutrients and food sources, the role nutrition plays in the maintenance of health for the individual and using diet to treat certain pathologic conditions.

AHS 104 - Intro to Health Care Credits: 3.00

Introduces a grouping of fundamental principles, practices, and issues common to many specializations in the health care profession. In addition to the essential skills, students explore various delivery systems and related issues. Topics include: basic life support/CPR, basic emergency care/first aid and triage, vital signs, infection control and blood/air-borne pathogens.

AHS 109 - Medical Terminology Credits: 3.00

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes and suffixes. Topics include: word building, abbreviations and symbols, terminology related to human anatomy, reading medical orders and reports, and terminology specific to the student's field of study.

Automotive

AUT 120 - Intro. to Auto.Tech Credits: 3.00

Introduces basic concepts and practices necessary for safe and effective automotive shop operation. Topics include: safety procedures, legal/ethical responsibilities, measurement, machining, hand tools, shop organization, management and workflow systems.

AUT 122 - Electrical & Electronic System Credits: 6.00

Introduces automotive electricity. Topics include: basic circuit construction, use of electrical measuring devices, function and operation of automotive electrical components, use of service publication, electrical diagnosis and repair, electronic controls systems, components and testing procedures, internal function of the microprocessor controller and sensing and controlling devices.

AUT 124 - Battery Starting & Changing Systems Credits: 4.00

Emphasizes the basic principles, diagnosis, and service/ repair of batteries, starting system components, alternators, and regulators. Topics include: battery diagnosis and service, current and voltage tests, inspection, diagnostic testing, replacement of starting system components and inspection, diagnostic testing, and repair or replacement of regulator and alternator components and systems.

AUT 126 - Engine Prin. & Operation & Rep Credits: 6.00

Introduces automotive engine theory and repair, placing emphasis on inspection, testing, and diagnostic techniques. Topics include: general diagnosis of engines, inspection diagnosis, and repair of cylinder heads, valve trains, engine blocks, lubrication and cooling systems.

AUT 128 - Fuel, Ignition, and Emission Credits: 7.00

Introduces fuel, ignition, and exhaust systems theory, diagnosis, repair, and service for vehicles with carburetion and fuel injection systems. Topics include: engine operation and air pressure, chemistry and combustion, airflow requirements, air-fuel ratios ignition and emission systems theory, concept and controls, repair and replacement of components and total system performance analysis.

AUT 130 - Automotive Brake Systems Credits: 4.00

Introduces brake systems theory and its application to automotive systems. Topics include: basic fundamentals, hydraulic control devices, system service, power brakes, brake problems and diagnosis, brake service philosophy and legal and health issues.

AUT 132 - Suspension & Steering Systems Credits: 4.00

Introduces students to principles of steering, suspension, wheel alignment, electronic steering, and electronic active suspension. Topics include: steering systems diagnosis and repair, wheel alignment diagnosis and adjustment, wheel/tire service and diagnosis of electrical and electronic control steering and suspension systems.

AUT 134 – Drivelines Credits: 4.00

Introduces basics of rear-wheel drive, front-wheel drive, and four-wheel drive related operation, diagnosis, service and related electronic controls. Topics include: drive train operation and diagnosis, front-wheel drive, rear wheel drive, 4X4 operation, modes, and diagnosis and limited slip differentials.

AUT 138 - Manual Transmission/Transaxle Credits: 4.00

Introduces basics of front and rear wheel drive. Clutch operation, diagnosis and service are included. Electronic controls related to transmission/ transaxle operation are discussed. Topics include: Fundamentals of manual transmission/transaxle operation; diagnostic techniques and clutch system operations, diagnosis, and repair.

AUT 140 - Electronic Engine Control Sys. Credits: 7.00

Introduces concepts of electronic engine control. Topics include On-Board Diagnostics I (OBD) to include requirements and monitoring technology, diagnostic trouble code definitions, essentials of drivability diagnosis, and data interpretation using a scanner.

AUT 142 - Climate Control Systems Credits: 6.00

Introduces the theory and operation of automotive heating and air conditioning systems. Students attain proficiency in inspection, testing, service, and repair of heating and air conditioning systems and related components. Topics include: basic principles of refrigeration/heating/air management and controls; climate control operation; and climate control diagnosis and service.

AUT 144 - Intro. to Automatic Tran. Credits: 4.00

Introduces students to basic transmission/transaxle theory, inspection, and service procedures. Focuses on minor in-car adjustments, replacements and repair. Topics include: automatic transmission hydraulic/mechanical theory, automatic transmission service and exterior adjustments.

AUT 210 - Automatic Transmission Repair Credits: 7.00

Introduces automatic transmission hydraulic/mechanical operations, transmission repair, and automatic transmission hydraulic/mechanical diagnosis. Topics include: automatic transmission hydraulic/mechanical operation, diagnosis of automatic transmission mechanical and hydraulic related problems and automatic transmission proper repair procedures.

AUT 212 - Advanced Electronic Trans Diag Credits: 3.00

Introduces automatic transmission hydraulic/mechanical and electronic diagnosis and repair. Topics include: electronically controlled automatic transmission, electrical and electronic problems diagnosis and repair.

AUT 214 - Adv. Electronic Cont. Brake Credits: 4.00

Introduces anti-lock brake system (ABS) to include ABS components and ABS operation, testing and diagnosis. Topics include: general brake and anti-lock brake systems diagnosis and testing, light truck rear anti-lock brake system, four wheel anti-lock brake system locations, components, and operation.

AUT 216 - Adv. Electronic Controlled Suspension Credits: 4.00

Introduces principles of electronic suspension, electronic steering, and electronic active suspension. Topics include:

electronic steering systems diagnosis and adjustment/repair, and diagnosis of electrical and electronic controlled steering and suspension systems.

AUT 218 - Adv. Electronic Engine Cont. Credits: 4.00

Introduces On-Board Diagnostics II (OBD#II), California Air Research Board (CARB) requirements and monitoring technology, diagnostic trouble code definitions, and essentials of advanced drivability diagnosis and data interpretation using a scanner. Topics include: advanced electronic engine controls, OBD II requirements, OBD II operation and diagnosis/testing, CARB requirements, and test equipment.

AUT 220 - Automotive Tech Intern Credits: 6.00

Provides student work experience in the occupational environment. Topics include: application of automotive technology knowledge and skills, appropriate employability skills, problem solving, adaptability to job setting, progressive productivity, and acceptable job performance.

Biology

BIO 193 - Anatomy Physiology I Credits: 5.00

Introduces students to the anatomy and physiology of the human body. Emphasis is placed on the development of a systemic perspective of anatomical structures and physiological processes. Topics include: body organization, cell structure and functions, tissue classifications, and the integumentary, skeletal, muscular, respiratory, digestive and urinary systems. Laboratory experience supports classroom learning.

BIO 194 - Anatomy and Physiology II Credits: 5.00

Continues the study of the anatomy and physiology of the human body. Topics include the reproductive system, cardiovascular system, blood and lymphatic system, nervous and sensory systems, endocrine system, and the immune system. Laboratory experience supports classroom learning.

BIO 197 - Introductory Microbiology Credits: 5.00

Provides students with a foundation in basic microbiology with emphasis on infectious diseases. Topics include: characterization, classification, and description of microorganisms; use of compound microscope; morphology and fine structure of bacteria; gram positive and gram negative bacteria; reproduction and growth of bacteria; viral diseases; host parasite relationship; host defense mechanisms; epidemiology; antimicrobial and chemotherapeutic agents; control of microorganisms; and laboratory safety.

Business Occupations (BUS)

BUS 101 - Beginning Document Processing Credits: 5.00

Introduces the touch system of keyboarding placing emphasis on correct techniques, mastery of the keyboard, and basic business correspondence. Students attain a minimum typing speed of 25 words per minute with a maximum of 3 errors on a 3-minute timed keyboarding test. Topics include: learning the keyboard, building speed and accuracy for formatting basic business documents, language arts, and proofreading. Laboratory practice parallels class instruction.

BUS 102 - Intermediate Document Process Credits: 5.00

Continues the development of keyboarding speed and accuracy with further mastery of correct keyboarding techniques. Students attain a minimum typing speed of 40 words per minute with a maximum of 5 errors on a 5-minute timed keyboarding test. Topics include: building speed and accuracy, formatting and producing business documents, language arts and proofreading. Laboratory practice parallels class instruction.

BUS 103 - Advanced Document Processing Credits: 5.00

Continues the development of increased keyboarding speed and accuracy with mastery of complex document production. Students attain a minimum typing speed of 50 words per minute with a maximum of 5 errors on a 5-minute timed typewriting test. Topics include: building speed and accuracy, integrated projects/applications, decision making, language arts and proofreading. Laboratory practice parallels class instruction.

BUS 105 - Database Fundamentals Credits: 3.00

Emphasizes use of database management software packages to access, manipulate, and create file data. Topics include: data entry, data access, **data manipulation and database creation for file documentation.**

BUS 106 - Office Procedures Credits: 5.00

Emphasizes essential skills required for the typical business office. Topics include: office protocol, time manage-

ment, telecommunications and telephone techniques, office equipment, office mail, references, record management, and travel and meeting arrangements.

BUS 107 - Machine Transcription Credits: 3.00

Emphasizes transcribing mailable documents from dictation using word processing software. Topics include; equipment and supplies maintenance and usage, work area management, transcription techniques, productivity and mailability, accuracy, proofreading and language arts skills.

BUS 108 - Word Processing Credits: 7.00

Emphasizes on intensive use of word processing software to create and revise business documents. Topics include: equipment and supplies maintenance and usage, work area management, word processing software and productivity.

BUS 157 - Electronic Calculators Credits: 3.00

Develops skill in the use of electronic calculators to interpret, solve, and record results of various types of problems involving the four mathematical processes. Topics include: machine parts and features; touch system techniques for the basic operation of the calculator; and mathematical applications.

BUS 160 - Electronic Communications Credits: 3.00

Serves as a capstone course that provides students with the opportunity to acquire skills using electronic communications. Topics include: application of Electronic Mail, the Internet, the World Wide Web, Gopher Servers, and

BUS 161 - Desktop Publishing I Credits: 6.00

Emphasizes intensive use of desktop publishing software to create publications such as letterheads, resumes, fliers, brochures, reports, newsletters, and business cards. Topics include: desktop publishing concepts, operation of DTP software, electronic page layout, basic graphic design, and practical applications.

BUS 162 - Desktop Publishing II Credits: 5.00

Emphasizes intensive use of desktop publishing software to create advanced publications such as advertisements, proposals, manuals, catalogues, and newspapers. Topics include: advanced layout and design, style sheets and templates, advanced graphic design, style sheets and templates, advanced graphic design, printing capacities and practical applications.

BUS 201 - Advanced Word Processing Credits: 3.00

Provides instruction in advanced word processing. Topics include: advanced word processing concepts, and applications, productivity and mailability.

BUS 202 - Spreadsheet Fundamentals Credits: 3.00

Provides instruction in the use of electronics spreadsheet software in business applications. Students become proficient in creating and modifying spreadsheets in a business environment and in printing files that meet business standards. Topics include: spreadsheet creation, data entry, entry modification, computation using functions, charts and graphs and printing.

BUS 208 - Office Accounting Credits: 5.00

Introduces fundamental concepts of accounting. Topics include: the accounting equation, debits, credits, and journalizing, posting and proving a ledger, accounts receivable, accounts payable, payroll. Both manual and computerized concepts are taught.

BUS 224 - Office Specialist Internship Credits: 12.00

Provides student work experience in an office campus business office. Topics include: application of classroom knowledge and skills, work environment functions, and listening/following directions. Students will be under the supervision of the Business and Office Technology program faculty and/or persons designated to coordinate work experience arrangements.

BUS 226 - Medical Office Coding, Billing, & Insurance Credits: 5.00

Provides an introduction to medical coding skills and applications of international coding standards for billing of health care services. Provides the knowledge and skills to apply coding of procedures for billing purposes. Provides an introduction to medical coding as it relates to health insurance. Topics include: International classification of diseases, code book formats, guidelines and conventions; coding techniques of the ICD-9 and CPT manuals; health insurance; billing and collections.

General Chemistry

CHM 191 - Intro to General Chemistry Credits: 5.00

Provides an introduction to basic chemical principles and concepts which explain the behavior of matter. Topics include: measurement, atomic structure, chemical bonding, physical states of matter, nomenclature, and stoichiometry.

Computer Information (CIS)**CIS 103 - Operating Systems Concepts** Credits: 6.00

Provides an overview of operating systems functions and commands that are necessary in a micro/mainframe computer working environment. Topics include: multiprogramming, multi-user systems, resource management, task command control languages, and operating system utilization. CIS 103 provides the foundation for the

CIS 127 - Advanced Word Process and Desktop Publishing Credits: 6.00

Provides a study of word processing and desktop publishing. Topics include: word processing fundamentals, desktop publishing fundamentals, advanced word processing concepts, development of macros, and presentation graphics fundamentals.

CIS 157 - Visual Basic Programming Credits: 7.00

Introduces Microsoft Windows event-driven programming. Along with this method of programming, common elements of Windows applications will be discussed. These elements will be created and manipulated using Microsoft's Visual BASIC development environment. Topics include: Windows applications, user interface design, capturing and validating input, event-driven programming design, conditional processing, file processing, and incorporating graphics.

CIS 191 - Computer Programming Fundamentals Credits: 5.00

Emphasizes fundamental concepts of problem solving using computers. Students explore flow charting, control structures, subroutines, arrays, string manipulation, matrices and files. A high level source language is used. The laboratory portion of the course is designed to acquaint students with computer facilities and software utilities. Topics include: system fundamentals, concepts of structured programming, arrays, functions and sub-routines, data files, engineering applications, graphics, matrices, and program editing.

CIS 2149 - Implementing Windows Professional Credits: 6.00

Provides the ability to implement, administer, and troubleshoot Windows Professional as a desktop operating system in any network environment. CIS 2149 provides the foundation for the MCSE 70-210 Core Certification Exam.

CIS 2150 - Implementing Windows Server Credits: 6.00

Provides the ability to implement, administer, and troubleshoot Windows Server as a member server of a domain in an Active Directory. CIS2150 provides the foundation for the Microsoft MCSE 70-215 core certification exam.

CIS 2153 - Implementing Windows Networking Credits: 6.00

Provides students with the knowledge and skills necessary for support professionals who will be responsible for installing configuring, managing, and supporting a network infrastructure that uses the Microsoft Windows server family of products. CIS2153 provides the foundation for the Microsoft MCSE 70-216 core certification exam.

CIS 2154 - Implementing Active Directory Credits: 6.00

Provides students with the knowledge and skills necessary to install, configure, and administer the Microsoft Windows Active Directory service. The course also focuses on implementing Group Policy and understanding the Group Policy tasks required to centrally manage users and computers. CIS2154 provides the foundation for the Microsoft MCSE 70-217 core certification exam.

CIS 221 - Advanced Microsoft Word Credits: 3.00

Provides the fundamental, intermediate, and advanced instruction in Microsoft Word competencies necessary to provide the user with the skills to obtain the expert MOS certification in Microsoft Word. Topics include all skill areas as defined by Microsoft Office Specialist Expert exam objectives.

CIS 2228 - Adv Spreadsheet Tech Credits: 6.00

Provides a study of spreadsheets. Topics include: advanced spreadsheet concepts, development of macros, data integration concepts, and troubleshooting spreadsheets. CIS 2228 provides the foundation for the Microsoft Excel Core level MOS exam.

CIS 2229 - Advanced Database Tech Credits: 6.00

Provides a study of databases. Topics include: advanced database concepts, data integration concepts, development of user interfaces, troubleshooting databases, CIS 2229 provides the foundation for the Microsoft Access Core level

MOS exam.

CIS 225 - Advanced Microsoft Outlook Credits: 3.00

Provides the fundamental, intermediate, and advanced Microsoft Outlook competencies necessary to provide the user with skills to obtain Core MOS certification in Microsoft Outlook. Topics include using Outlook 2000 Mail to communicate with others inside and outside an organization, to manage mail, to navigate through Outlook, to use the calendar, task contacts, and notes. Integrating Office applications and other applications with Outlook 2000 components are also covered.

CIS 226 - Advanced Microsoft FrontPage Credits: 3.00

Provides the fundamental, intermediate, and advanced Microsoft Front Page competencies necessary to provide the skills to create and maintain Microsoft Front Page web sites. Topics include the web page creation, editing, managing, and publishing, tables, frames, forms, graphics, and Web Site Management.

CIS 2321 - Intro to Lan and Wan (CISCO) Credits: 6.00

Provides students with classroom and laboratory experience in current and emerging network technology. Topics include safety, networking, network terminology and protocols, network standards, local-area network terminology and protocols, network standards, local-area networks (LANs) wide area networks (WAN's) Open System Interconnection (OSI) models, cabling, cabling tools, router programming, Ethernet, Internet Protocol (IP) addressing, and network standards. Particular emphasis is given to the use of decision-making and problem solving techniques in applying science, mathematics, and communication concepts to solve networking problems. In addition instruction and training are provided in the proper care, maintenance, and use of networking software, tools, and equipment and all local, state, and federal safety, building and environmental codes and regulations. (Cisco Networking Academy Curriculum I)

CIS 2322 - Intro to WANs & Routing (CISCO) Credits: 6.00

This course provides instruction on performing basic router configuration and troubleshooting. (Cisco Networking Academy Curriculum II).

CIS 252 - Java Programming Credits: 7.00

This course is designed to teach the basic concepts and methods of object-oriented design and Java programming. The student will learn to: use practical problems to illustrate Java application building techniques and concepts, develop an understanding of Java vocabulary, create an understanding of where Java fits in the application development landscape, create an understanding of the Java Development Kit and how to develop, debug, and run Java applications using the JDK and Notepad as a editor and develop programming logic skills. Topics include: JAVA Language History, JAVA Variable Definitions, JAVA Control Structures, JAVA Methods, JAVA Classes, JAVA Objects, and JAVA Graphics.

CIS 2554 - Introduction to Unix/Linux Credits: 6.00

This course introduces the UNIX/LINUX operating system skills necessary to perform entry-level user functions. Topics include: history of UNIX/LINUX, login and logout, the user environment, user password change, the file system, hierarchy tree, editors, file system commands as they relate to navigating the file system tree, UNIX/LINUX graphical desktop, and command options. In addition, the student must be able to perform directory and file displaying, creation, deletion, redirection, copying, moving linking files, wild cards, determining present working directory and changing directory locations.

CIS 276 - Advanced Routers & Switches (CISCO) Credits: 6.00

Introduces local area network (LAN) design, LAN switching and switch segmentation, advanced routing and multiple protocols. Topics include: a review of CIS 258 and CIS 142, LAN switching, virtual local area networks (VLANs), LAN design, interior gateway routing protocols (IGRP), access control lists and Novell IPX. (Cisco Networking Academy Curriculum III)

CIS 277 - Wan Design (CISCO) Credits: 6.00

Emphasizes WAN design utilizing point-to point (PPP) integrated services digital network (ISDN) and frame relay. Topics include: a review of CIS 258B, CIS 142B CIS 276, wide area network, wide area network design, point-to-point protocol, integrated services digital network (ISDN) and frame relay. (CISCO) students must present certificate of completion for CIS 276 before registering for Cisco Networking Academy Curriculum IV.

CIS1114 - Fundamentals of Wireless LANs (CISCO) Credits: 6.00

This introductory course to Wireless LANs focuses on the design, planning, implementation, operation, and troubleshooting of Wireless LANs. It covers a comprehensive overview of technologies, security, and design best practices with particular emphasis on hands on skills in the following areas: Wireless LAN setup and

troubleshooting; 802.11 a and 802.11 b technologies, products and solutions; Site Surveys; Resilient WLAN design, installation and configuration; WLAN Security- 802.1x, EAP, LEAP, WEP, SSID, and Vendor interoperability strategies.

CIS2725 - Securing CISCO IOS Networks (CISCO) Credits: 6.00

Details the skills to secure Cisco IOS router networks. Skills learned from this course can be used to successfully pass the Securing Cisco IOS Networks exam.

CIS2726 - CISCO PIX Firewall (CISCO) Credits: 6.00

Details the skills needed to describe, configure, verify and manage the PIX Firewall product family. Skills learned from this course can be used to successfully pass the Cisco Secure PIX Firewall Advanced exam. Lecture: 4.00 Lab: 4.00

COL 100 - College 100 Credits: 2.00

This course is designed and required for the student who enter college at a pre-regular admission level (provisional or development level). It emphasizes the development of skills that support a successful college experience. Topics include: orientation to the college and the college environment, professional image, life skills that support academic success, and academic skills.

Cosmetology

COS 100 - Intro to Cosmetology Theory Credits: 5.00

Introduces the fundamental theory and practices of the Cosmetology profession. Emphasis will be placed on professional practices and safety. Topics include: State and local laws, rules, and regulations; professional image, bacteriology, decontamination and infection control; chemistry fundamentals and PH; Hazardous Duty Standards Act compliance; and Anatomy and Physiology.

COS 101 - Intro to Perm Waving & Relaxing Credits: 2.00

Introduces the chemistry and chemical reactions of permanent wave solutions and relaxers. Topics include: permanent wave techniques, chemical relaxer techniques, chemistry, physical and chemical change, safety procedures, and permanent wave and chemical relaxer application procedures on mannequins. Introduces the theory, procedures, and products used in the care and treatment of the skin, scalp, and hair. Topics include: basic corrective hair and scalp treatments, plain facial, products and supplies, diseases and disorders, and safety precautions.

COS 105 - Intro to Shampooing & Styling Credits: 4.00

Introduces the fundamental theory and skills required to shampoo and create shapings, pincurls, fingerwaves, roller placement, and comb-outs, etc. Laboratory training includes styling training to total 20 hours on mannequins and 25 hours on live models without compensation.

COS 106 - Introduction to Haircutting Credits: 3.00

Introduces the theory and skills necessary to apply hair-cutting techniques. Safe use of hair-cutting implements will be stressed. Topics include: Hair-cutting terminology, safety and sanitation, cutting implements, hair-cutting techniques, head/hair/body analysis, safety/decontamination/precautions, and client consultations.

COS 108 - Permanent Waving & Relaxing Credits: 3.00

Provides instruction in the application of permanent waves and relaxers. Precautions and special problems involved in applying permanent waves and relaxers will be emphasized. Application of perms and relaxers on live models is included. Topics include: Timed permanent wave, timed relaxer application, safety precautions, and Hazardous Duty Standards Act compliance.

COS 109 - Hair Color Credits: 6.00

Presents the application of temporary, semi-permanent, deposit only (demi) and permanent hair coloring and decolorization products. Topics include: basic color concepts, classifications of color, safety precautions, consultation, communication and record and release forms, product knowledge, special problems in hair color and corrective coloring, and Special Effects.

COS 110 - Skin, Scalp, & Hair Credits: 3.00

Provides instruction on and application of techniques and theory in the treatment of the skin, scalp, and hair. Emphasis will be placed on work with live models. Topics include: implements, products and supplies, corrective hair and scalp treatments, facial procedures and manipulations, safety precautions, cosmetic chemistry/products and supplies, and treatment theory: electrotherapy, electricity and light therapy.

COS 111 – Styling Credits: 3.00

Continues the theory and application of hairstyling and introduces thermal techniques. Topics include: blow dry

styling, thermal curling, thermal pressing, thermal waving, advanced sets, styles, safety precautions, artificial hair and augmentation.

COS 112 - Manicuring & Pedicuring Credits: 3.00

Provides manicuring and pedicuring experience on live models. Topics include: Implements, products and supplies, hand and foot anatomy, diseases and disorders, manicure techniques, pedicure techniques, nail product chemistry, safety precautions, and advanced nail techniques (wraps/tips/acrylics.)

COS 113 - Practicum I Credits: 4.00

Provides laboratory experiences for the development of skill levels required to be a competent Cosmetologist. The allocation of time to the various phases of Cosmetology is prescribed by the Georgia State Board of Cosmetology. This course includes a portion of the hours required for state licensure. Topics include: Permanent waving and relaxers; Hair color and bleaching; Skin, scalp, and hair treatments; Haircutting; Styling; Dispensary; Manicuring/pedicuring advanced nail techniques; Reception; Safety precautions/decontamination; and Hazardous Duty Standards Act compliance.

COS 114 - Practicum II Credits: 8.00

Provides laboratory experiences for the development of skill levels required to be a competent Cosmetologist. The allocation of time to the various phases of Cosmetology is prescribed by the Georgia State Board of Cosmetology. This course includes a portion of the hours required for state licensure. Topics include: Permanent waving and relaxers; Hair color and bleaching; Skin, scalp, and hair treatments; Haircutting; Styling; Dispensary; Manicuring/pedicuring advanced nail techniques; Reception; Safety precautions/decontamination; and Hazardous Duty Standards Act compliance; Advanced styling and shaping; Industry concepts; and Surviving in the Salon (Transition from class to employment)

COS 115 - Practicum/Internship I Credits: 4.00

Provides experience necessary for professional development and completion of requirements for State licensure. Emphasis will be placed on the display of professional conduct and positive Attitudes. The appropriate number of applications for completion of state board service Requirements for this course may be met in a lab setting. Topics include: Permanent waving and Relaxing, hair color and bleaching; Skin, scalp and hair treatments; Hair-cutting; Styling; Dispensary; Manicuring/pedicuring/advanced nail techniques; Reception; Safety precautions Decontamination; and Hazardous Duty Standards Act compliance.

COS 116 - Practicum/Internship II Credits: 5.00

Provides experience necessary for professional development and completion of requirements for State licensure. Emphasis will be placed on the display of professional conduct and Positive Attitudes. The appropriate number of applications for completion of state board service requirements for this course may be met in a lab setting. Topics include: Permanent waving and Relaxing, hair color and bleaching; Skin, scalp and hair treatments; Hair-cutting; Styling; Dispensary; Manicuring/pedicuring/advanced nail techniques; Reception; Safety precautions Decontamination; and Hazardous Duty Standards Act compliance; State licensure preparation.

COS 117 - Salon Management Credits: 4.00

Emphasizes the steps involved in opening and operating a privately owned Cosmetology or Nail Technology Salon. Topics include: Planning a Salon/ Shop, Business management, Retailing, Public relations, Sales skills, Career development, and client retention.

COS 118A - Nail Care I Credits: 4.00

Provides experience necessary for professional development and completion of requirements for state licensure. Emphasis is placed on the display of professional conduct and a positive attitude. The requirements for this course may be met in a laboratory setting or in combination of a laboratory setting and an approved internship facility. Topics include manicuring and pedicuring; reception; and safety precautions.

COS 118B - Nail Care I Part 2 Credits: 3.00

Provides additional experience necessary for professional development and completion of requirements for state licensure. Emphasis is placed on the display of professional conduct and a positive attitude. The requirements for this course may be met in a laboratory setting or in combination of a laboratory setting and an approved internship facility. Topics include manicuring and pedicuring; reception; and safety precautions.

COS 119 - Nail Care II Credits: 9.00

Provides nail care experience on live models. Emphasis will be placed on the display of professional conduct and positive attitudes. The appropriate number of applications required by the state board of cosmetology in theory and

service. Emphasis is placed on performance, using live models in an actual or simulated occupational setting. Topics include: manicures, pedicures, nail repairs, artificial nails, nail art, electric filing, HIV and OSHA updates, receptionist and dispensary, and advanced/new techniques.

Central Sterile Processing

CST 100 - Technical Skills for CST I Credits: 8.00

Introduces the field of central service, medical reference information, microbiology for central service, infection control, decontamination and disinfection of equipment; equipment management, high and low temperature sterilization and Creutzfeldt-Jakob Disease.

CST 101 - Technical Skills for CST II Credits: 8.00

CST 102 - Clinical Practicum for CST

Commercial Truck Driving

CTD 101 - Fundamentals of Commercial Truck Driving Credits: 5.00

Fundamentals of Commercial Truck Driving introduces students to the trucking industry, federal and state regulations, records and forms, industrial relations, and other non-driving activities. This course provides an emphasis on safety that will continue throughout the program.

CTD 102 - Basic Operation Credits: 5.00

This course focuses on familiarizing students with truck instruments and controls and on performing basic maneuvers required to drive safely in a controlled environment. In addition, students acquire basic coupling and uncoupling skills.

CTD 103 - Advanced Operation Credits: 5.00

Advanced Operation focuses on developing driving skills under actual road conditions. The classroom part of the course stresses following safe operating practices. On the road, safe operating practices are integrated into the development of driving skills.

CTD104 - Commercial Truck Driving Internship Credits: 5.00

This internship provides the opportunity for an individual to complete his or her training with a company. The internship takes the place of CTD 103 – Advanced Operations. Working closely with the school, a company provides the advanced training which focuses on developing driving skills. Students drive a total of 750 documented over-the-road miles. Note: State law requires that whenever a vehicle is operated on public roads, an instructor must be present in the truck while a student is driving.

Criminal Justice

CRJ 101 – Introduction to Criminal Justice Credits: 5.00

Examines the emergence, progress, and problems of the Criminal Justice system in the United States. Topics include: the American Criminal Justice system; constitutional limitations; organization of enforcement, adjudication, and corrections; and career opportunities and requirements.

CRJ 103 – Corrections Credits: 5.00

Provides an overview of all phases of the American correctional system and practices, including its history, procedures, and objectives. Topics include: history and evolution of correctional facilities; legal and administrative problems; institutional facilities and procedures; probation, parole, and prerelease programs; alternative sentencing; rehabilitation; community involvement; and staffing.

CRJ 104 – Principles of Law Enforcement Credits: 5.00

Examines the principles of organization and administration and the duties of local and state law enforcement agencies with emphasis on police departments. Topics include: history and philosophy of law enforcement, evaluation of administrative practices, problems in American law enforcement agencies, emerging concepts, professionalism, and community crime prevention programs.

CRJ 105 – Introduction to Criminal Procedure Credits: 5.00

Introduces the substantive law of major crimes against persons and property. Attention is given to observation of courtroom trials. Topics include: laws of arrest and search and seizure; procedures governing arrest, trial, and administration of criminal sanctions; rules of evidence; general court procedures; rights and duties of officers and citizens; and Supreme Court rulings that apply to Criminal Justice /overview of Constitutional Law.

CRJ 202 – Constitutional Law Credits: 5.00

Emphasizes those provisions of the Bill of Rights which pertain to criminal justice. Topics include: characteristics and powers of the three branches of government, principles governing the operation of the Constitution, and Bill of Rights and the Constitutional Amendments.

CRJ 206 – Criminology Credits: 5.00

Introduces the nature, extent, and factors related to criminal behavior, and the etiology of criminal offenses and offenders. Topics include: scope and varieties of crime; sociological, psychological, and biological causes of crime; criminal subculture and society's reaction; prevention of criminal behavior; behavior of criminals in penal and correctional institutions; and problems of rehabilitating the convicted criminal.

CRJ 207 – Juvenile Justice

Analyzes the nature, extent, and causes of juvenile delinquency, and examines processes in the field of juvenile justice. Topics include: survey of juvenile law, comparative analysis of adult and juvenile justice systems, and prevention and treatment of juvenile delinquency.

CRJ 209 – Practicum/Internship Credits: 5.00

Provides experiences necessary for further professional development and exposure to related agencies in the law enforcement field. The student will either pursue a study project directed by the instructor within the institution, or an internship in a related agency supervised by the instructor subject to the availability of an approved site. Topics include: observation and/or participation in law enforcement activities, law enforcement theory applications, and independent study project.

CRJ 121 – Introduction to Private Security Credits: 5.00

Provides an orientation to the development, philosophy, responsibility, and function of the Private Security Industry. A historical and philosophical perspective of private security will help students better understand the present stage of private security, its principles, its legal authority and its effect on society in general. Topics include: Private Security: An Overview; Basic Security Goals, and Responsibilities; When Prevention Fails; Security Systems at Work: Putting It All Together, and Challenges Facing the Security Profession in the 1990's and beyond

CRJ 150 – Police Patrol Operations Credits: 5.00

This course presents the knowledge and skills associated with police patrol operations. Emphasis is placed on patrol techniques, crimes in progress, crisis intervention, domestic disputes, Georgia Crime Information Center procedures, electronics communications and police reports. Topics include: foundations, policing skills and communication skills.

CRJ 152 – Police Administration Credits: 5.00

This course explores the managerial aspects of effective and efficient police administration. Emphasis is directed towards increasing organizational skills and overcoming interdepartmental and inter-agency non-communication. Topics include: environmental management, human resources, and organizational concerns.

CRJ 162 – Methods of Criminal Investigation Credits: 5.00

Presents the fundamental principles of criminal investigation. Emphasis is placed on legal requirements stated in Georgia Criminal Law, definition of felony crimes stated in the Georgia Code and fundamentals of: investigative procedures, crime scene searches, identification and collection of evidence, note-taking and report writing, surveillance, identification of witnesses and suspects, interviews and interrogation, and preparation and presentation of evidence in court. Topics include: Georgia Criminal Law, common investigative techniques, and procedures used for investigating various crimes.

CRJ 163 – Investigation and Presentation of Evidence Credits: 3.00

This course presents students with practical exercises dealing with investigations and gathering of evidence. Emphasis is placed on crime scene search, fingerprinting, cast molding, and practical exercises. Topics include: crime scene management, specialized investigation techniques, and homicide and suicide investigation.

CRJ 165 – Community Oriented Policing Credits: 5.00

Presents the fundamentals for the community-oriented policing philosophy. Topics include: comparison of traditional and community policing philosophies; law enforcement and community relationships; importance of political and public support and involvement; attitudinal changes involving the roles of police management, supervisors and line personnel; organizational mental and physical restructuring; creation of partnerships with community organizations, businesses, private security, other governmental agencies, and special interest groups; and police problem-solving methodologies.

Culinary Arts

CUL 100 - Professionalism in Culinary Art Credits: 3.00

Provides an overview of the professionalism in culinary arts and culinary career opportunities. Chef history, pride, and esprit de corp are taught. Topics include: cuisine, food service organizations, career opportunities, food service styles, and basic culinary management techniques.

CUL 110 - Food Service Sanitation & Safety Credits: 3.00

Emphasizes fundamental kitchen and dining room safety, sanitation, maintenance, and operation procedures. Topics include: cleaning standards, O.S.H.A., M.S.D.S. guidelines, sanitary procedures following SERVSAFE guidelines, HACCP, safety practices, basic kitchen first aid, operation of equipment, dishwashing, and pot and pan cleaning. Laboratory practice parallels class work.

CUL 112 - Principles of Cooking I Credits: 5.00

Introduces fundamental food preparation terms, concepts, and methods. Course content reflects American Culinary Federation apprenticeship training objectives. Topics include: weights and measures, conversions, basic cooking principles, and methods of food preparation. Laboratory demonstrations and student experimentation parallel class work.

CUL 114 - American Regional Cuisine Credits: 5.00

Emphasis is on terms, concepts, and methods necessary to American Cuisine food preparation. Course content reflects American Culinary Federation apprenticeship training objectives. Topics include: kitchen aromatics, regional cooking principles, and methods of food preparation. Laboratory demonstrations and student experimentation parallel class work.

CUL 116 - Food Service Purchasing & Control Credits: 3.00

Introduces principles and practices necessary to food, supply, and equipment selection, procurement, receiving, storage, and distribution. Topics include: quality factors, pricing procedures, cost determination, security and control, selection, procurement, receiving, storage, and distribution. First hand knowledge will be gained through on site visits of all aspects of the distribution cycle.

CUL 121 - Baking Principles I Credits: 5.00

Presents the fundamental terms, concepts, and methods involved in preparation of yeast and quick breads. Emphasis is placed on conformance of sanitation and hygienic work habits with health laws. Course content reflects American Culinary Federation cook and pastry apprenticeship training objectives, along with Retailer's Bakery Association training program. Topics include: baking principles, baking ingredients, preparation of baked goods, baking sanitation and hygiene, and baking supplies and equipment. Laboratory demonstrations and student experimentation parallel class work.

CUL 122 - Baking Principles II Credits: 5.00

Presents the fundamentals terms, concepts, and methods involved in preparation of cakes, pastries, and baked desserts. Emphasis is placed on conformance of sanitation and hygienic work habits with health laws. Course content reflects American Culinary Federation cook and pastry apprenticeship training objectives, along with Retailer's Bakery Association training program.

CUL 127 - Banquet Preparation and Presentation Credits: 4.00

Provides experiences in preparation and presentation of a wide variety of quantity foods. Course content reflects American Culinary Federation apprenticeship training objectives. Topics include: kitchen operational procedures, equipment use, banquet planning, recipe conversion, food decorating, safety and sanitation, and production and presentation of quality food. Laboratory practice is provided.

CUL 129 - Front of the House Services Credits: 3.00

Introduces the fundamentals of dining and beverage service. Topics include: dining service/guest service, dining service positions and functions, international dining service, restaurant business laws, preparation and setup, table side service, and merchandising. Laboratory practice parallels class work.

CUL 130 - Pantry Hors d'oeuvres & Canapés Credits: 5.00

Introduces basic pantry principles, utilization, preparation and integration into kitchen operations. Course content reflects American Culinary Federation apprenticeship pantry, garnishing, and presentation training objectives. Topics include: pantry functions, basic garnishes, breakfast preparation, buffet presentation, cold presentations, cold sandwiches, salads and dressings, and cold hor d'oeuvres. Laboratory practice parallels class work.

CUL 132 - Garde Manager Credits: 5.00

Emphasizes basic garde manger utilization and preparation of appetizers, condiments, and hors d'oeuvres. Topics

include: hot and cold hors d'oeuvres, salads, dressings, and relishes, sandwiches, pates and terrines, chaudfroids, gelees, and molds, canapés, and garnishing, carving, and decorating. Laboratory practice parallels class work.

CUL 133 - Food Service Leadership & Decision Making Credits: 5.00

Familiarizes the student with the principles and methods of sound leadership and decision making. Topics include: basic leadership principles and how to use them to solicit cooperation, use of leadership to develop the best possible senior-subordinate relationships, the various decision making processes, the ability to make sound and timely decisions, leadership within the framework of the major functions of management, and delegation of authority and responsibility.

CUL 137 - Nutrition & Menu Development Credits: 3.00

Emphasizes menu planning for all types of facilities, services, and special diets. Topics include: menu selection, menu development and pricing, nutrition, special diets, and cooking nutritional foods. Laboratory demonstrations and student management and supervision parallel class work.

CUL 203 - Practicum/Internship Credits: 12.00

Provides the student with the opportunity to gain management/supervision experience in an actual job setting. Students will be placed in an appropriate restaurant, catering, or other food service business for four days per week throughout the quarter. On-the job training topics include: restaurant management, on/off premise catering, food service business, supervisory training, and management training, on/off premise catering, hotel kitchen organization, kitchen management, restaurant kitchen systems, institutional food system, kitchen departmental responsibilities, and kitchen productivity.

CUL 204 - International Cuisine Credits: 6.00

Introduces international cuisine and acquisition of advanced cookery techniques. Course content reflects American Culinary Federation cook apprenticeship training objectives and provides background for those aspiring to become chefs. Topics include: international cuisine, advanced grill cookery, advanced vegetable cookery, advanced meat cookery, advanced line cookery, and advanced fry cookery. Laboratory practice parallels class work.

CUL 205 - Restaurant & Hotel Baking Credits: 6.00

Provides in-depth experience in preparing many types of baked goods commonly found in restaurants and hotels. Course content reflects American Culinary Federation and Retailer's Bakery Association training objectives and provides background for those aspiring to become pastry chefs or bakery supervisors. Topics include: breads, pies, cakes, pastry dough, puff pastry, icing, filling, and desserts. Laboratory practice parallels class work.

CUL 215 - Contemporary Cuisine I Credits: 5.00

Emphasizes all modern cuisine and introduces management concepts necessary to the functioning of a commercial kitchen. Topics include: international cuisine, cuisine trends, organization, management, supervision, and competition entry. Laboratory demonstrations and student experimentation parallel class work.

CUL 220 - Contemporary Cuisine II Credits: 5.00

Emphasizes supervision, and management concepts, knowledge, and skills necessary to restaurants serving contemporary cuisine. Topics include: menu selection, layout and design, on/off premise catering, entrepreneurship, and small business management. Laboratory demonstrations and student experimentation parallel class work.

Drafting

DDF 101 - Intro to Drafting Credits: 6.00

Emphasizes the development of fundamental drafting techniques. Topics include: terminology, drafting equipment care and use, lettering, line relationships, and geometric construction.

DDF 102 - Size & Shape Description I Credits: 5.00

Provides multiview and dimensioning techniques necessary to develop views that completely describe machine parts to be manufactured. Topics include: multiview drawings and sketches in pencil, precision measurement, tolerances and fits, and basic dimensioning procedures and practices.

DDF 103 - Size & Shape Description II Credits: 5.00

Continues dimensioning skill development and introduces sectional views. Topics include: advanced dimensioning practices and development of section views.

DDF 105 - Auxiliary Views Credits: 3.00

Introduces techniques necessary for auxiliary view drawings. Topics include: primary and secondary auxiliary views.

DDF 106 – Fasteners Credits: 6.00

Provides knowledge and skills necessary to draw and specify fasteners. Topics include: types, representations, and specification of threads, drawing of fasteners; use of technical reference sources; and use of welding symbols.

DDF 107 - Intro to Cad Credits: 6.00

Introduces basic concepts terminology, and techniques for CAD applications. Topics include: terminology, hardware and software care and use, CAD commands, basic entities, and basic drafting applications.

DDF 108 - Intersections & Development Credits: 5.00

Introduces the graphic description of objects represented by the intersection of geometric components. Topics include: surface development; establishment of true length; and intersections of lines, planes, prisms, pyramids, curved surfaces, and cylinders and cones.

DDF 109 - Assembly Drawings I Credits: 5.00

Provides knowledge and skills necessary to make working drawings. Topics include: technical reference source use, detail drawings, orthographic assembly drawings, and pictorial assembly drawings executed using drafting board and/or CAD equipment.

DDF 111 - Intermediate Cad Credits: 6.00

Continues developing CAD utilization skills in discipline specific applications. Topics include: intermediate CAD commands, entity management, advanced line construction, block construction and management, command reference customization, advanced entity manipulation, and system variables.

DDF 112 - 3D Drawing and Modeling Credits: 6.00

Continues developing CAD utilization skills in discipline specific applications. Topics include: advanced CAD commands, CAD application utilization, 3D modeling, rendering, advanced application utilization, and pictorial drawings.

DDF 151 - Intro.To Blueprint Reading Credits: 3.00

Upon successful completion of this course the student will be competent in the fundamentals of interpreting architectural blueprints. Topics include: terminology and symbols, dimensions, sketching, abbreviations, and conventions.

DDF 191 - Engineering Graphics I Credits: 3.00

Introduces engineering drawing. Topics include: sketching; drafting fundamentals such as use of instruments, lettering layout, and geometric construction; orthographic projection; pictorial drawing; schematic drawing; descriptive geometry; computer graphics concepts; and engineering drawing conventions. Laboratory work parallels class work.

DDS 203 – Surveying I Credits: 3.00

Introduces fundamental plane surveying concepts, instruments, and techniques. Topics include: linear measurements; instrument use; and angles, bearings, and directions.

DDS 204 – Estimating Credits: 3.00

Introduces the essentials skills necessary for assessing the expected materials, labor requirements and costs for given structures or products. Topics include: blue print reading, material take-offs, price extension and utilization of reference sources.

DDS 205 – Residential Architectural Drawing I Credits: 6.00

Introduces architectural drawing skills necessary to produce a complete set of construction drawings given floor plan information. Topics include: footing, foundation, and floor plans; interior and exterior elevations; sections and details; windows, door, and finish schedules; site plans; and specifications.

DDS 207 – Mechanical Systems for Architecture Credits: 3.00

Reinforces technical knowledge and skills required to develop accurate mechanical and electrical plans. Topics include: heating, ventilation, and air conditioning calculations and plans; electrical calculations and plans; and plumbing calculations and plans.

DDS 208 – Residential Architectural Drawing II Credits: 6.00

Continues in-depth architectural drawing practice and develops architectural design skills. Plans are designed to meet applicable codes. Topics include: footing, foundation, and floor plans; interior and exterior elevations; sections and details; window, door, and finish schedules; site plans; specifications; and mechanical and electrical systems.

Dental Assisting

DEN 102 - Head & Neck Anatomy Credits: 2.00

Focuses on normal head and neck anatomy. Topics include: osteology of the skull, muscles of mastication and facial expression, temporal mandibular joint; blood lymphatic and nerve supply of the head; and salivary glands and related structures.

DEN 103 - Preventive Dentistry Credits: 4.00

Provides Students with theory and clinical experience in the area of prevention and public health dentistry. Topics include: etiology of dental disease; patient education techniques; plaque control techniques; types and use of fluoride; diet analysis for caries control; and dietary considerations for the dental patient.

DEN 105 – Microbiology and Infection Control Credits: 3

Introduces fundamental microbiology and infection control procedures. Topics include: classification, structure, and behavior of pathogenic microbes; mode of disease transmission; body's defense and immunity; infectious diseases; and infection control procedures in accordance with CDC recommendations and OSHA guidelines.

DEN 106 - Oral Anatomy Credits: 5.00

Focuses on the development and functions of the oral anatomy. Topics include: dental anatomy, oral histology and oral embryology.

DEN 107 - Oral Pathology & Therapeutics Credits: 4.00

Focuses on the diseases affecting the oral cavity and pharmacology as it relates to dentistry. Topics include: identifications and disease process, sign/symptoms of oral diseases, and systemic diseases with oral manifestations, developmental abnormalities of oral tissues, basic principles of pharmacology, drugs prescribed by the dental profession, drugs that may contraindicate treatment, and applied pharmacology (regulations, dosage, and application).

DEN 109 - Dental Assoc. National Exam Credits: 3.00

Reviews information concerning all didactic areas tested by the Dental Assisting National Board (DANB). Topics include: collecting and recording clinical data, dental radiography, chair side dental procedures, prevention of disease transmission, patient education and oral health management procedures, and test taking skills.

DEN 134 - Dental Assisting I Credits: 7.00

Introduces students to chair side assisting with diagnostic and operative procedures. Topics include: four-handed dentistry techniques, clinical data collection techniques, introduction to operative dentistry, dental material basics, and infection control procedures in the dental environment with emphasis on CDC and ADA guidelines.

DEN 135 - Dental Assisting II Credits: 7.00

Focuses on chair side assisting with operative and nonsurgical specialty procedures. Topic include: operative dentistry, prosthodontic procedures (fixed and removable), orthodontics, and pediatric dentistry, prosthodontic procedures (fixed and removable), orthodontics, and pediatric dentistry.

DEN 136 - Dental Assisting III Credits: 4.00

Focuses on Chair side Assisting in Surgical specialties. Topics include: periodontic procedures, oral and maxillofacial surgery procedures, endodontic procedures, management of dental office emergencies, and medically compromised patients.

DEN 137 - Dental Assisting Expanded Func Credits: 4.00

Focuses on expanded duties of dental auxiliary personnel approved by the Georgia Board of Dentistry. Topics include: Expanded functions approved by law for performance by dental assistants.

DEN 138 - Scopes of Professional Pract. Credits: 2.00

Focuses on ethics, jurisprudence, and employability skills for the dental assistant. Students will relate integration of didactic and laboratory instruction with clinical experiences. Topics include: ethics and jurisprudence related to the dental office and employability skills.

DEN 139 - Dental Radiology Credits: 5.00

After Completion of the course the student will be able to provide radiation safety for patients and self, expose, process, and mount dental radiographs for the dental office. Topics include: fundamentals of radiology, radiation safety, radiographic anatomy and interpretation, intraoral radiographic techniques and quality assurance techniques.

DEN 140 - Dental Practice Management Credits: 5.00

Emphasizes procedures for office management in dental practices. Topics include: records management in dentistry, appointment control in dentistry, dental insurance form preparation, accounting procedures in dentistry, supply and inventory control as related to dentistry, and operation of basic business equipment. A computer lab provides skills to perform dental office procedures on a microcomputer utilizing dental practice management software.

DEN 146 - Dental Practicum I Credits: 2.00

Practicum focuses on infection control in the dental office and assisting with diagnostic and simple operative procedures. Topics include: infection control procedures, clinical diagnostic procedures, general dentistry procedures, and dental radiography procedures.

DEN 147 - Dental Practicum II Credits: 2.00

Practicum focuses on advanced general dentistry procedures and chair side assisting in dental specialties with special emphasis on non-surgical specialties. Topics include: advanced general dentistry and specialties.

DEN 148 - Dental Practicum III Credits: 8.00

Practicum continues to focus on assisting chair side with advanced general dentistry procedures with emphasis on dental office management, preventive dentistry, and expanded functions. Topics include: advanced general dentistry procedures, preventive dentistry, dental office management, expanded functions, chair side oral and maxillofacial surgery, and management of dental office emergencies.

Early Childhood Education

ECE 101 - Intro to Early Childhood Credits: 5.00

Introduces concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include: historical perspectives; career opportunities, work ethics, functioning in a team environment; transitional activities; program management; learning environment; cultural diversity; licensure and accreditation; and professional resource file guidelines.

ECE 103 - Human Growth and Development I Credits: 5.00

Introduces the student to the physical, social, emotional, and intellectual development of the young child (0 to 5 year of age). Provides for competency development in observing, recording, and interpreting growth and development stages in the young child. Topics include: developmental characteristics, guidance techniques, and developmentally appropriate practice.

ECE 105 - Health, Safety, and Nutrition Credits: 5.00

Introduces the theory, practices and requirements for establishing and maintaining a safe, healthy learning environment. Topic include: CPR and first aid, children's health problems, environmental health and safety, child abuse and neglect, and nutritional needs of children.

ECE 112 - Curriculum Development Credits: 3.00

Develops knowledge and skills that will enable the student to establish a learning environment appropriate for young children. Topics include: instructional media, learning environments, curriculum approaches, development of curriculum materials, and community resources.

ECE 113 - Art for Children Credits: 3.00

Introduces the concepts related to creativity in art. This course combines lecture and lab experiences to introduce the many media areas used by children to express themselves. Topics include: concepts of creativity; art media, methods, and materials for creative activities; planning and preparation of art lessons; and appreciation of children's art processes and products.

ECE 114 - Music and Movement Credits: 3.00

Introduces the concepts related to creativity in music movement. This course combines lecture and lab experiences to introduce the developmental influences of music and movement; their social and emotional value; and media, methods and materials used to foster musical activity and creative movement. Topics include: Spontaneous/planned music and movement activities, music equipment, music material, and coordination of movement and activities.

ECE 115 - Language Arts & Literature Credits: 5.00

Develops knowledge and skills that will enable the student to plan and implement appropriate listening, speaking, prewriting, and reading readiness activities for young children. Topics include: reading readiness, oral communication activities, writing readiness, listening comprehension, literature selection, and story presentation.

ECE 116 - Math and Science Credits: 5.00

Presents the process of introducing science and math concepts to young children. Includes planning and

implementation of appropriate activities and development of methods and techniques of delivery. Topics include: cognitive stages and developmental process in math and science, math and science activity planning, and development of math and science materials.

ECE 121 - Early Childhood Care Practicum I Credits: 3.00

Provides the student with the opportunity to gain a supervised experience in an actual or simulated work setting allowing demonstration of techniques obtained from course work. Practicum training topics include: good work habits, supervised planning, interaction with children, parents, and co-workers, application of techniques, classroom management, and documentation of the child's development.

ECE 122 - Early Childhood Care Practicum II Credits: 3.00

Provides the student with a supervised opportunity to gain additional experience in the actual laboratory job setting. Practicum training topics include: good work habits, application of guidance techniques, interaction with children and parents, program planning, and classroom management.

ECE 125 - Professionalism through CDA Certificate Preparation Credits: 2.00

This course provides training in professionalism through Child Development Associate Credentialing Certificate Preparation. Topics include: applying for the Child Development Associate Credential through Direct Assessment, professional resource file development; and strategies to establish positive and productive relationships with families.

ECE 126 - CDA Certificates Assess Prep Credits: 2.00

This course provides opportunities for the student to demonstrate and obtain documentation of student competence in the following areas: professional resource file, parent opinion questionnaires, formal on-site observation, oral interview and written assessment.

Lecture: 2.00

ECE 132 - Infant/Toddler Development Credits: 5.00

Introduces the three developmentally meaningful age periods during infancy. Provides knowledge, grounded in brain and attachment research about how children learn and the skills and attitudes necessary to support optimum social/emotional, cognitive, and physical development for children from birth to three. Principles of brain development and language and communication will be explored in depth. Special emphasis is placed on experiential learning to show caregivers practical ways of meeting the fundamental needs of all infants in group care settings and of helping them learn the lessons that every infant comes into this world eager to learn. The needs of infants and toddlers with established disabilities as well as those at risk for developmental problems will be examined from the perspective of early intervention and inclusion.

ECE 134 - Infant/Toddler Group Care Credits: 5.00

Provides the knowledge, skills and attitudes necessary to meet the fundamental needs of children from birth to three in group care settings. Establishes a foundation for a responsive, relationship-based curriculum for children birth to three who are in group care settings. Introduces the philosophy behind primary care, continuity of care, and respectful care. Explores ways of creating environments for infant/toddler group care which foster optimum social/emotional, physical and cognitive development, promote cultural sensitivity and encourage positive parent caregiver relations.

ECE 201 – Exceptionalities Credits: 5.00

Provides for the development of knowledge and skills that will enable the student to understand individuals with special needs and appropriately guide their development. Special emphasis is placed on acquainting the student with programs and community resources that serve families with special needs person. Topics include: inclusion/least restrictive environment (LRE), physical disabilities and health disorders, intellectual exceptionalities, and social/emotional disorders.

ECE 202 - Social Issues and Families Credits: 5.00

Enables the student to become familiar with the social problems that affect families of today and to develop a plan for coping with these problems as they occur in the occupational environment. Students are introduced to local programs and agencies that offer services to those in need. Topics include: professional responsibilities, family issues, and community resources.

ECE 203 - Human Growth and Development II Credits: 5.00

Introduces the student to the physical, social, emotional, and intellectual development of the young child (0 to 5 years of age). Provides for competency development in observing, recording, and interpreting growth and development stages in the young child, advancing physical and intellectual competence, supporting social and emotional development, and providing positive guidance. Topics include: developmental characteristics, guidance

techniques, and developmentally appropriate practice.

ECE 211 - Methods and Materials Credits: 5.00

Develops skills to enable the student to work as a professional in a program for pre-kindergarten through elementary aged children. Topic include: instructional techniques curriculum and materials for instructions.

ECE 212 - Professional Practices Credits: 5.00

Develops knowledge that will enable the student to become acquainted with the factors involved in a good program for pre-kindergarten through elementary aged children. Topics include: professional qualifications and professionalism. (Department Approval)

ECE 217 - Program Administration Credits: 5.00

Provides training in planning, implementation, and maintenance of an effective early childhood organization. Topics include: organization, mission, philosophy, goal, and history of a program; types of programs; laws, rules, regulations, and accreditation; needs assessments; administrative roles and boards of directors; marketing, public and community relations, grouping, and enrolling and retention; working with parents; and professionalism and work ethics.

ECE 221 - Facility Management Credits: 5.00

Provides training in early childhood facilities management. Topic include: money management/cost containment, space management, and program and equipment supply management.

ECE 222 - Personnel Management Credits: 5.00

Provides personnel management training in early childhood setting. Topic include: communication; management strategy; personnel planning; personnel policy; managing payroll/cost containment; recruitment, selection, hiring and firing, and staff retention; staff scheduling; staff development; guidance and supervision; conflict resolution; and staff evaluations.

ECE 224 - Early Childhood Care & Education Internship Credits: 12.00

Provides the student with the opportunity to gain experience in simulated or actual work setting. Students will be placed in an approved setting throughout the quarter where planning, implementing, observing, and evaluating activities are the focus of their involvement. The internship coordinator and the onsite supervisor will use an evaluation procedure to critique the student's performance. Topics include: problem solving, use of proper interpersonal skills, application of developmentally appropriate practice, professional development and resource file (portfolio) development.

Economics/Macroeconomics

ECO 191 - Principles of Economics Credits: 5.00

Provides a description and analysis of economic operations in contemporary society. Emphasis is placed on developing an understanding of economic concepts and policies as they apply to everyday life. Topics include: basic economic principles; economic forces and indicators; capital and labor; price, competition, and monopoly; money and banking; government and expenditures, federal and local; fluctuations in production, employment, and income; and United States economy in perspective.

Electronics and Computer Engineering Technology

EET 101 - D.C. Circuit Analysis Credits: 5.00

Emphasizes the knowledge and ability to analyze basic D.C. circuits. Topics include: units, basic electrical laws, series and parallel circuits, capacitance, an introduction to network analysis and network theorems concepts, and D.C. instruments. Laboratory work parallels class work.

EET 102 - A.C. Circuit Analysis I Credits: 5.00

Emphasizes the knowledge and ability to analyze basic A.C. circuits. Topics include: magnetism, inductance/capacitance, alternating current, A.C. network theorems, admittance, impedance, phases, complex power, and applications and use of appropriate instruments. Laboratory work parallels class work.

EET 103 - A.C. Circuit Analysis II Credits: 5.00

Continues the study of A.C. circuit analysis with emphasis on transient analysis and network theorems. Topics include: analysis of complex networks, resonance, transformers, multiples sources, three-phase systems, an introduction to filters and bode plots, and no sinusoidal waveforms. Laboratory work parallels class work.

EET 105 - Electronic Devices Credits: 5.00

Introduces the conduction process in semi-conductor materials. Topics include: semiconductor physics; diodes; biasing, stability, and graphical analysis of bipolar junction transistors and field effect transistors; an introduction to

silicon controlled rectifiers; device curve characteristics; and related devices with selected applications. Laboratory work parallels class work.

EET 191 – Computer Programming Fundamentals Credits: 5.00

This course emphasizes fundamental concepts of problem solving using a high level source language. Laboratory work is designed to acquaint students with computer facilities, software, and programming fundamentals. Topics include: system fundamentals, concepts of structured programming, arrays, functions, program editing, and engineering applications.

EET 201 - Digital Fundamentals Credits: 5.00

Introduces digital electronics. Topics include: fundamentals of digital techniques; integrated logic circuits involving number systems, logic symbols and gates, Boolean algebra, and optimization techniques; flip-flops and registers; combinational and sequential logic circuits; and memory circuits. Laboratory work parallels class work.

EET 203 - Microcomputer Fundamentals Credits: 5.00

Continues the study of digital electronics. Topics include: computer arithmetic, analog to digital and digital to analog conversion, microcomputer architecture, and machine level and assembly level language programming. Laboratory work parallels class work.

EET 204 - Linear Integrated Circuits Credits: 5.00

Emphasizes the analysis of operational amplifiers and other linear circuits and their applications. Topics include: op-amp fundamentals; inverting and non-inverting amplifiers; comparators; bias, offsets, and drift; bandwidth, slew rate, noise, and frequency compensation; active filters; voltage regulated power supplies; signal generators; multipliers; and differentiators and integrators. Laboratory work parallels class work.

EET 206 – Computer Systems and Applications Credits: 5.00

Emphasizes study of the microcomputer with programming applications involving external devices with which the processor must communicate. Topics include: I/O and interfacing techniques, basic I/O and interfaces, interrupt devices, problem definition, programmable processors, diagnostics, and control decision. Laboratory work parallels class work.

EET 251 – Networking Systems Credits: 5.00

Provides a foundation in networking of computer systems. Emphasis is placed on designing, installing, and managing a network. Topics include: networking basic, networking standards, install network systems, install networking software, organizing the server, manage the network, and network design and hardware.

EET 256 – Advanced Networking Applications Credits: 5.00

Requires the student to design and implement all aspects of a local area network. Topics include: network designs, network applications installation, communications server software and hardware installation, DEROM server software and hardware installation, and network management.

EET 267 - Visual Basic Credits: 7.00

Students will learn fundamental concepts of problem solving using computer programming (Visual Basic). Topics include History, Terminology, Data Representation and storage, Programming and Program Development, User interface, Object Oriented Programming, Event Handling, Conitional Statements, Files, Graphic, Arrays, Records, and Applications.

EET 299 - Special Problems Credits: 5.00

An opportunity for the student to do research, design, and construction of a project of his/her choice with approval of his/her Instructor. A written/oral presentation on the project is required and final evaluation is given by both English and Electrical Instructors.

Electrical Construction and Maintenance Technology

ELT 106 - Electrical Prints & Schematics Credits: 4.00

Introduces electrical symbols and their use in construction blueprints, electrical schematics, and diagrams. Topics include: electrical symbols, component identification, and print reading.

ELT 107 - Commercial Wiring I Credits: 5.00

Introduces commercial wiring practices and procedures. Topics include: National Electrical Code, commercial load calculations, and safety.

ELT 108 - Commercial Wiring II Credits: 5.00

Presents the study of three phase power systems, fundamentals of AC motor control, and the basic transformer connections. Topics include: three phase power systems, fundamentals of AC motor control, and transformer

connections (single phase and three phase step down).

ELT 109 - Commercial Wiring III Credits: 5.00

Presents the theory and practical application of conduit installation, system design, and related safety requirements. Topics include: conduit installation (EMT, thin wall, and hand bent), system design concepts, and safety procedures.

ELT 111 - Single Phase & Phase Motors Credits: 5.00

Introduces the fundamental theories and applications of single phase and three phase motors. Topics include: motor theory/operating principles, motor terminology, motor identification, National Electrical Manufacturers Association (NEMA) standards, motor efficiencies, preventive maintenance, troubleshooting/failure analysis, and NEC requirements.

ELT 112 - Variable Speed Control Credits: 5.00

Introduces the fundamentals of variable speed drives, industrial motors, and other applications of variable speed drives. Topics include: air conditioning compressors, fundamental operations of the oscilloscope, solid state devices, installation procedures, and AC and DC motors.

ELT 118 - Electrical Controls Credits: 5.00

Introduces line and low voltage and manual and automatic controls. Emphasis will be placed on motor contactors, relays, and magnetic starters with applicable sensing devices and ladder diagrams. Topics include: line voltage switching, low voltage switching, manual controls, automatic controls and devices, and circuit controls.

ELT 119 - Electrical Principles II Credits: 4.00

Introduces the theory and application of varying sine wave voltages and current. Topics include: magnetism, AC wave generation, AC test equipment, inductance, capacitance, and basic transformers.

ELT 120 - Residential Wiring I Credits: 5.00

Introduces residential wiring practices and procedures. Topics include: residential circuits, print reading, National Electrical Code, and wiring materials.

ELT 121 - Residential Wiring II Credits: 6.00

Provides additional instruction on wiring practices in accordance with National Electrical Code. Topics include: hand and power tools, branch circuits/ feeders, residential single-family load calculations, residential multifamily service calculations and installation and equipment installations.

Job Acquisition Skills (EMP)

EMP 100 - Interpersonal Relation & Professionalism Credits: 3.00

Provides a study of human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include: human relations skills, job acquisition skills, job retention skills, job advancement skills, and professional image skills.

Emergency Medical Technology

EMS 120 - Emergency Medical Tech Basic I Credits: 8.00

Introduces the student to the Emergency Medical Technician profession. This course covers the first half of the U.S. Department of Transportation Basic EMT Program. Topics include: introduction to emergency care, EMS systems, well-being of the EMT, Medical-legal aspects of emergency care, hazardous materials, blood and airborne pathogens infectious diseases, ambulance operations and emergency vehicle operations, the human body, patient assessment, communications and documentation, lifting and moving patients, gaining access, airway, basic life support-CPR and automatic external defibrillation.

EMS 121 - Emergency Medical Tech II Credits: 7.00

Introduces the student to the Emergency Medical Technician profession. This course covers the second half of the U.S. Department of Transportation Basic EMT Program. Topics include: general pharmacology, respiratory emergencies, cardiology, diabetes, altered mental status, seizures, allergies, poisonings, environmental emergencies, behavioral emergencies, bleeding and shock, PASG, soft tissues, environmental emergencies, behavioral emergencies, bleeding and shock, PASG, soft tissue injuries, musculoskeletal injuries, head and spinal injuries, OB/GYN, infants and children, and special needs patients.

EMS 122 - Emergency Medical Tech-Interme Credits: 9.00

This course covers the U. S. Department of Transportation 1985 Emergency Medical Technician-Intermediate Curriculum and the U.S.D.O.T. Training Guidelines for Hazardous Material Awareness Level-I. The EMT-I

course is designed to provide additional training and increased knowledge and skills in specific aspects of advanced life support. Topics include: roles and responsibilities, EMS systems, medical legal, communications, documentation, medical terminology, body systems, patient assessment, advanced airway, shock, trauma, shock management, IV administration, intraosseous infusion, medical emergencies I, medical emergencies II, diabetic emergencies and dextrose 50% administration, patient handling, and extrication.

English

ENG 096 - English II Credits: 5.00

Emphasizes standard English usage. Topics include: capitalization, subjects and predicates, punctuation, sentence structure, correct verb tenses, standard spelling, and basic paragraph development.

ENG 097 - English III Credits: 5.00

Emphasizes the rules of grammar, punctuation, and spelling in order to ensure a smooth transition into communicating orally and in writing. Topics include: basic grammar review, use of punctuation, use of capitalization, recognition of clauses and phrases, spelling, writing sentences, and writing simple paragraphs.

ENG 098 - English IV Credits: 5.00

Emphasizes the ability to communicate using written and oral methods. Topics include: basic paragraph construction, proofreading, written reports, and oral reports.

ENG 101 – English Credits: 5.00

Emphasizes the development and improvement of written and oral communication abilities. Topics include: analysis of writing techniques used in selected readings, writing practice, editing and proofreading, research skills, and oral presentation skills. Homework assignments reinforce classroom learning.

ENG 102 - Technical Writing Credits: 5.00

Emphasizes practical knowledge of technical communication techniques, procedures, and reporting formats used in industry and business. Topics include: composition/grammar review, technical communications, construction of informal reports, business letters, oral reports, graphics use, information collection, and production of technical reports. Homework assignments reinforce classroom learning.

ENG 111 - Business English Credits: 5.00

Emphasizes a functional and comprehensive review of English usage. Topics include: English grammar and sentence structure and composition fundamentals.

ENG 112 - Business Communications Credits: 5.00

Provides knowledge and application of written and oral communications found in business situations. Topics include: writing fundamentals and speaking fundamentals.

ENG 191 - Composition & Rhetoric I Credits: 5.00

Explores the analysis of literature and articles about issues in the humanities and in society. Students practice various modes of writing, ranging from exposition to argumentation and persuasion. The course includes a review of standard grammatical and stylistic usage in proofreading and editing. An introduction to library resources lays the foundation for research. Topics include: writing analysis and practice, revision, and research. Lecture: 5.00 Lab: .00

ENG 193 - Composition & Rhetoric II Credits: 5.00

Emphasizes the student's ability to read literature analytically and meaningfully and to communicate clearly. Students analyze the form and content of literature and practice various modes of writing. Topics include: reading and analysis of fiction, poetry, and drama; research; and writing about literature.

ENG 195 - Technical Communications Credits: 5.00

Emphasizes practical knowledge of technical communications techniques, procedures, and reporting formats used in industry and business. Topics include: reference use and research, device and process description, formal technical report writing, business correspondence, and oral technical report presentation.

English As A Second Language

ESL 095A - Eng as a 2nd Lang-Voc/Conversation Credits: 5.00

For students with limited English skills and moderate understanding of spoken English. The following oral communication are emphasized: vocabulary, reading, and writing.

ESL 095B - Eng as a 2nd Lang-Voc/Conversation Credits: 5.00

For students with intermediate English skills. Vocabulary, grammar, reading, writing, listening, and speaking are

emphasized.

ESL 096A - Eng. as a 2nd Lang. Grammar I Credits: 5.00

For students with limited English skills and moderate understanding of spoken English. Students are taught basic grammar skills.

ESL 096B - Eng as a 2nd Lang Grammar II Credits: 5.00

For students with intermediate English skills and moderate understanding of spoken English. Students are taught to communicate with more complex English skills.

ESL 097 - Eng. as a Second Lang.-Composition Credits: 5.00

For students with intermediate English skills. Writing and vocabulary are taught at an intermediate level. Composition of the single paragraph essay is emphasized.
Other: 5.00

ESL 098 - Eng. as a Second Lang Composition Credits: 5.00

For students with advanced intermediate English skills. Writing and vocabulary are taught at an advanced intermediate level. Composition of the multi-paragraph essay is emphasized.

Finance

FIN191 - Introduction to Finance Credits: 5.00

Introduces the student to financial structures, financial institutions, financial markets, financial instruments, and corporate financial management. Topics include: financial system of the United States, corporate financial management, investments and securities markets, time value of money, the monetary system, and the Federal Reserve.

Hospital Patient Transport

HPT 100 - Hospital Patient Transporter Skills Credits: 8.00

The purpose of this Hospital Patient Transporter course is to teach students the skills needed for employment as a Hospital Patient Transporter. Students will receive instruction in the area of Customer Service, Communication skills and technical skills related to the transport of hospital patients.

HPT 101 - Personal Development & Work Ethics for the Transporter Credits: 4.00

The purpose of this Hospital Patient Transporter course is to teach students the skills needed for employment as a Hospital Patient Transporter. Students will receive instruction in the area of Customer Service, Communication skills and technical skills related to the transport of hospital patients.

HPT 102 - Cognitive & Interpersonal Skills for the Transporter Credits: 4.00

This course builds strategies, verbal and electronic workplace communication strategies; and builds actual problem solving and interpersonal skills used in the transporter job. Focuses on Customer Service. Uses actual scenarios and materials relating to the transporter job duties.

Hotel, Restaurant & Tourism Management

HRT 101 – Introduction to Hotel/Restaurant/Travel Management Credits: 5.00

Provides the student with an overview of occupations in the hospitality industry. Emphasizes the various segments of each occupation and the interrelated responsibilities for customer service which exist across the hospitality industry. Topics include: development of the hospitality industry, food and beverage services, hotel services, travel services, management's role in the hospitality industry, and hospitality industry trends.

HRT 104 - Hospitality Accounting Credits: 5.00

Provides students with an opportunity to gain knowledge and acquire skills of accounting as applied to the hospitality industry. Emphasis is placed on how to administer accounting procedures to minimize cost and maintain a full range of customer services. Topics include: cash flow cycle, accounting principles and procedures, elements of financial statements, maintaining financial statements, and analysis of financial records.

HRT 105 - Hospitality Employee Training Credits: 5.00

Offers students the opportunity to gain knowledge and skills involved in training employees for various positions in the hotel/restaurant/travel fields. Emphasis is placed on new employees' training requirement. Topics include: hospitality training needs, training methods, developing a training program, employee communication and motivation, coaching techniques, and customer service training.

HRT 106 - Food And Beverage Management Credits: 5.00

Provides students with a study of food and beverage operations and management. Emphasis is placed on the

successful operation of a food and beverage establishment. Topics include: history and careers, equipment layout and decor, menu and beverage list planning, distribution, merchandising, and service professionalism. Lecture:5.00

HRT 110 - Hotel/Restaurant/Travel Management O.B.I I Credits: 4

Introduces students to the application and reinforcement of hotel/restaurant/travel operational principles in an actual job placement or practicum experience. Students are acquainted with occupational responsibilities through realistic work situations and are provided with insights into management applications on the job. Topics include: problem solving, adaptability to the job setting, use of proper interpersonal skills, application of hotel/restaurant/ travel management techniques, and professional development. The occupation-based instruction is implemented through the use of a practicum or internship and all of the following: written individualized training plans, writ-ten performance evaluation, and a required weekly seminar

HRT 120 - Hotel/Restaurant/Travel Management O.B.I II Credits: 4

Continues the application and reinforcement of hotel/restaurant/travel operational principles in an actual job placement or practicum experience. Students are acquainted with occupational responsibilities through realistic work situations and are provided with insights into management applications on the job. Topics include: problem solving, adaptability to the job setting, use of proper interpersonal skills, application of hotel/restaurant/travel management techniques, and professional development. The occupation-based instruction is implemented through the use of a practicum or internship and all of the following: written individualized training plans, writ-ten performance evaluation, and a required weekly seminar

HRT 201 - Hospitality Marketing Credits: 5.00

Introduces students to marketing techniques associated with hotel/restaurant/travel fields with emphasis on identifying and satisfying needs of customers. Topics include: marketing introduction, research and analysis, marketing strategies, marketing plans, and salesmanship and advertising.

HRT 203 - Hotel/Restaurant/Travel Law Credits: 5.00

Introduces the student to local, state, federal, and international laws which govern the hospitality industry. Emphasis is placed on licensing and regulating public accommodations and the operator's responsibility to provide quality and safe service. Topics include: common law, civil law, contract law, customer rights, and management rights

HRT 205 - Hotel Operations Management Credits: 5.00

Introduces students to operational and maintenance procedures for a lodging facility. Emphasis is placed on each department and the coordination of all services to meet guest needs. Topics include: corporate structures, departmental responsibilities, hotel services and staff, feasibility determination, and industry trends.

HRT 206 - Food, Beverage, And Labor Cost Control Credits: 4:00

A study of the principles of cost controls and their application to food and beverage operations. Emphasis is placed upon the diverse elements of sales within a food and beverage establishment and upon cost controls needed to maintain a profitable operation. Topics include: costs and sales relationship, forecasting sales, preparing budgets, cost control systems, controlling inventory, and computer equipment and software.

Humanities

HUM 191 - Introduction to Humanities Credits: 5.00

Explores the philosophic and artistic heritage of humanity expressed through a historical perspective on visual arts, music, and literature. The humanities are presented as a source of subjective insights for the understanding of people and society. Topics include: historical and cultural developments, and contributions of the humanities.

Industrial Control

ICT 201 - Electromechanical Devices Credits: 5.00

Introduces control system components and theory as they relate to controlling industrial processes. Mechanical, fluids, temperature, and miscellaneous sensors are studied with emphasis on measuring techniques. Topics include: open and closed loop control theory, feedback, transducers, and control hardware and actuators. Laboratory work parallels class work.

ICT 202 - Control Systems Credits: 5.00

Introduces control system components and theory as they relate to controlling industrial processes. Mechanical, fluids, temperature, and miscellaneous sensors are studied with emphasis on measuring techniques. Topics include: open and closed loop control theory, feedback, transducers, and control hardware and actuators. Laboratory work

parallels class work.

ICT 203 - Programmable Logic Controllers Credits: 5.00

Emphasizes an in-depth study of the programmable controller with programming applications involving controlling industrial processes. Introduces and investigates communications protocol. Topics include: controller hardware, control strategy, ladder diagrams, input/output modules, programming, and troubleshooting. Laboratory work parallels class work

IFC 100 - Industrial Safety Procedures Credits: 2.00

Provides an in-depth study of the health and safety practices required for maintenance of industrial, commercial, and home electrically operated equipment. Topic include: introduction to OSHA regulations; safety tools, equipment, and procedures; and first aid and cardiopulmonary resuscitation.

IFC 101 - Direct Current Circuits I Credits: 4.00

Introduces direct current (DC) concepts and applications. Topics include: fundamental electrical principles and laws; batteries; DC test equipment; series, parallel and simple combination circuits; and laboratory procedures and safety practices.

IFC 102 - AC Circuits Credits: 4.00

Introduces the theory and application of varying sine wave voltages and current. Topics include: magnetism, AC wave generation, AC test equipment, introductions, capacitance, and basic transformers.

IDS 101- INDUSTRIAL COMPUTER APPLICATIONS Credits: 5.00

Provides a foundation in industrial computer systems with a focus in linking computers to the plant floor process. Topics include: hardware, software, boot sequence, configuration, troubleshooting, and communication platforms.

IDS 103-INDUSTRIAL WIRING Credits: 6.00

Teaches the fundamental concepts of industrial wiring with an emphasis on installation procedures. Topics include: grounding, raceways, three-phase systems, transformers (three-phase and single-phase), wire sizing, over-current protection, NEC requirements, industrial lighting systems, and switches, receptacles, and cord connectors.

IDS 105- DC AND AC MOTORS Credits: 3.00

Introduces the fundamental theories and applications of single-phase and three-phase motors. Topics include: motor theory and operating principles, motor terminology, motor identification, NEWA standards, AC motors, DC motors, scheduled preventive maintenance, and troubleshooting and failure analysis.

IDS 110- Fundamentals of Motor Controls Credit: 3.00

Introduces the fundamental concepts, principles, and devices involved in industrial motor control. Emphasis is placed on developing a theoretical foundation of industrial motor control devices. Topics include: principles of motor control, control devices, symbols and schematic diagrams, and Article 430 NEC.

IDS 113- Magnetic Starters and Braking Credits: 3.00

Provides instruction in wiring motor control circuits. Emphasis is placed on designing and installing magnetic starters in across-the-line, reversing, jogging circuits, and motor braking. Topics include: control transformers, full voltage starters, reversing circuits, jogging circuits, and braking.

IDS 115- Two-Wire Control Circuits Credits: 2.00

Provides instruction in two-wire motor control circuits using relays, contactors, and motor starters with application sensing devices. Topics include: wiring limit switches, wiring pressure switches, wiring float switches, wiring temperature switches, wiring proximity switches, and wiring photo switches.

IDS 121- Advanced Motor Controls Credits: 2.00

Continues the study and application of motor control circuits with emphasis on sequencing circuits, complex circuits, and motor control centers. Topics include: sequencing circuits, reduced voltage starting, motor control center, and troubleshooting.

IDS 131-Variable Speed Motor Control Credits: 3.00

Provides instruction in the fundamentals of variable speed drives, industrial motors, and other applications of variable speed drives. Topics include: fundamentals of variable speed control, AC frequency drives, DC variable speed drives, installation procedures, and ranges.

IDS 141- Basic Industrial PLCs Credits: 6.00

Introduces operational theory, systems terminology, PLC installations, and programming procedures for programmable logic controls. Emphasis is placed on PLC programming, connections, installations, and start-up

procedures. Topics include: PLC hardware and software, PLC functions, and terminology, PLC installation and set up, PLC programming basics, relay logic instructions, timers and counters, connecting field devices to I/O cards, and PLC safety procedures:

IDS 142- Industrial PLC's II Credits: 6.00

Provides for hands-on development of operational skills in the maintenance and troubleshooting of industrial control systems and automated industrial equipment. Emphasis is placed on applying skills developed in previous courses in programmable logic controls (PLC's) in a industrial setting. This course includes advanced skills necessary to complete the students knowledge and skills to understand and work with PLC's in an industrial plant.

IDS 209-Industrial Instrumentation Credits: 6.00

Provides instruction in the principles and practices of instrumentation for industrial process control systems with an emphasis on industrial maintenance techniques for production equipment. Topics include: instrument tags; process documentation; basic control theory; sensing pressure, flow, level, and temperature; instrument calibration; and loop tuning.

IDS 215-Industrial Mechanics Credits: 6.00

Provides instruction in basic physics concepts applicable to mechanics of industrial production equipment, and teaches basic industrial applications of mechanical principles with emphasis on power transmission and specific mechanical components. Topics include: mechanical tools, fasteners, basic mechanics, lubrication, bearings, and packings and seals.

IDS 221-Industrial Fluidpower Credits: 7.00

Provides instruction in fundamental concepts and theories for safely operating hydraulic components and pneumatic systems. Topics include: hydraulic theory, suction side of pumps, actuators, valves, pumps/motors, accumulators, symbols and circuitry, fluids, filters, pneumatic theory, compressors, pneumatic valves, air motors and cylinders, and safety.

IDS 231-Pumps and Piping Systems Credits: 2.00

Studies the fundamental concepts of industrial pumps piping systems. Topics include: pump identification; pump operation; pump installation, maintenance, and troubleshooting; piping systems; and installation of piping systems.

Management and Supervisory Development

MSD101 - Organizational Behavior Credits: 5.00

Provides a general knowledge of the human relations aspects of the senior-subordinate workplace environment. Topics include: employee relations principles, problem solving and decision making, leadership techniques to develop employee morale, human values and attitudes, organizational communications, interpersonal communications, and employee conflict.

MSD103 – Leadership Credits: 5.00

Familiarizes the student with the principles and techniques of sound leadership practices. Topics include: Characteristics of Effective Leadership Styles, History of Leadership, Leadership Models, The Relationship of Power and Leadership, Team Leadership, The Role of Leadership in Effecting Change.

MSD 104 – Human Resource Management Credits: 5.00

This course is designed as an overview of the Human Resource Management (HRM) function and the manager and supervisor's role in managing the career cycle from organizational entry to exit. It acquaints the student with the authority, responsibility, functions, and problems of the human resource manager, with an emphasis on developing familiarity with the real world applications required of employers and managers who increasingly are in partnership with HRM generalists and specialists in their organizations. Topics include: strategic human resource management, contemporary issues in HRM: ethics, diversity and globalization; the human resource/ supervisor partnership; human resource planning and productivity; job description analysis, development, and design: recruiting, interviewing, and selecting employees; performance management and appraisal systems; employee training and development: disciplinary action and employee rights; employee compensation and benefits; labor relations and employment law; and technology applications in HRM.

MSD105 - Labor Law & Relations Credits: 5.00

Provides a student with an overview of the relationship of rank and file employees to management in business organizations. The nature of the workplace, the economic foundations of work organizations, and the history of the relationship between management and labor is examined. The course acquaints the student with the principles of

developing positive relationships between management and labor within the context of the legal environment governing labor relations. Topics include: the nature of the American workplace; the economic history of business organizations, the historical roots of labor-management relations; adversarial and cooperative approaches to labor relations; the legal framework of labor relations; employee-employer rights; collective bargaining and union organizing processes; union and nonunion grievance procedures; international labor relations; and the future of labor-management relations in a changing economy. Case studies, readings, and role-plays are used to simulate workplace applications in labor relations

MSD106 - Performance Management Credits: 5.00

Develops an understanding of how fostering employer/employee relationships in the work setting improves work performance. Develops legal counseling and disciplinary techniques to use in various workplace situations. . Topics include: the definitions of coaching, counseling, and discipline; importance of the coaching relationship; implementation of an effective counseling strategy; techniques of effective discipline; and performance evaluation techniques.

MSD107 - Employee Training & Development Credits: 5.00

Addresses the challenges of improving the performance and career potential of employees, while benefiting the student in their own preparation for success in the workplace. The focus is on both training and career and personal development. Shows the student how to recognize when training and development is needed and how to plan, design, and deliver an effective program of training for employees. Opportunities are provided for the student to develop their own career plans, assess their work-related skills, and practice a variety of skills desired by employers. Topics include: developing a philosophy of training; having systems approach to training and development; the context of training; conducting a needs analysis; critical success factors for employees: learning principles; designing and implementing training plans; conducting and evaluating training; human resource development and careers; personal career development planning; and applications in interpersonal relationships and communication.

MSD113 - Business Ethics Credits: 5.00

Provides students with an overview of business ethics and ethical management practices, with emphasis on the process of ethical decision-making and working through contemporary ethical dilemmas faced by business organizations, managers and employees. The course is intended to demonstrate to the students how ethics can be integrated into strategic business decisions and can be applied to their own careers. The course uses a case study approach to encourage the student in developing analytical, problem-solving, critical thinking and decision-making skills. Topics include: An overview of business ethics; moral development and moral reasoning; personal values, rights, and responsibilities; frameworks for ethical decision-making in business; justice and economic distribution; corporations and social responsibility; corporate codes of ethics and effective ethics programs; business and society: consumers and the environment; ethical issues in the workplace; business ethics in a global and multicultural environment; business ethics in cyberspace; and business ethics and the rule of law.

MSD114 - Organizational Communications & Information Technology Credits: 5.00

This course focuses on communication, supervision, and organizations in the age of technology. It builds on the basic computer skills introduced in SCT 100 using computer-based technology to develop skills in applying information technology. The student will create written, verbal, and electronic communication applied to supervisory functions in the work place. Topics include: word processing applications; spreadsheet applications; database applications, presentation technology and applications, graphical interface applications, interpersonal communications; organizational communications; applications come from communications, human resource management, and general business

MSD115 - Retail Management Credits: 5.00

Develops a working knowledge of managing a retail business from a variety of perspectives with an emphasis on store management. The emphasis is on contemporary issues in retailing, particularly the process of supervising customer service and dealing with the changing demographics of retailing. An application focus on the use of information technologies, the internet, and electronic retailing is intended to give the student hands-on experience in retail management. Topics include: strategic retail management; store, non-store, and nontraditional retailing; retail human resource management; developing a customer-focused service strategy; managing customer service; retail operations and financial management; merchandise management; buying and inventory management; global, cataloging, and electronic retail management, information technology applications in retailing.

MSD116 - Business Plan Development Credits: 5.00

Provides students with knowledge and skills necessary for a manager or entrepreneur to develop and implement a business plan. Topics include: business/community compatibility, introduction to cash flow and break even analysis, development of product/service idea, determination of market feasibility, determination of financial feasibility, development of marketing strategy, development of operations outline, and application of financial concepts.

MSD117 - Small Business Management Credits: 5.00

Introduces the essentials of starting, managing, and growing a small business. Topics include: the role of the entrepreneur, pricing, advertising, financing, layout of facilities, inventory control, staffing, purchasing, vendor selection, and relevant laws affecting small business.

MSD202 - Project/Operations Management Credits: 5.00

This course provides the student with an intensive study of the overall field of production/operations management. Topics include: role of production management/production managers, operational design, capacity planning, aggregate planning, inventory management, project management, and quality control/assurance.

MSD206 - Project Management Credits: 5.00

Provides a basic understanding of project management functions and processes. Topics include: team selection and management; project planning, definition and scheduling of tasks; resource negotiation, allocation, and leveling; project control, monitoring, and reporting; computer tools for project planning and scheduling; managing complex relationships between project team and other organizations; critical path methodology; and total quality management.

MSD210 - Team Project Credits: 5.00

This course utilizes team methodologies to study the field of management. It encourages students to discuss their perception of management practices which have been studied during the management program. Topics include: current issues and problems in management and supervision and state-of-the-art management and leadership techniques. Students will be put into teams, will work on team projects to demonstrate their understanding of the competencies of this course, and will do peer evaluation. Potential team projects could include authoring a management book covering the competencies, videos, web sites, bulletin boards, and slide presentations amongst others.

MSD220 - Management & Supervision Occupation-Based Instruction Credits: 3.00

Reinforcement of management, supervision, and employability principles in an actual job placement or through a practicum experience. Students are acquainted with occupational responsibilities through realistic work situations and are provided with insights into management and supervisory applications on the job. Topics include: problem solving, adaptability to the job setting, use of proper interpersonal skills, application of management and supervisory techniques, and professional development. The occupation-based instruction is implemented through the use of a practicum or internship and all of the following: written individualized training plans, written performance evaluation, and a required weekly seminar.

Medical Assisting

MAS 101 - Legal Aspect of Medical Office Credits: 2.00

Introduces the basic concept of medical assisting and its relationship to the other health fields. Emphasizes medical ethics, legal aspects of medicine, and the medical assistant's role as an agent of the physician. Provides the student with knowledge of medical jurisprudence and the essentials of professional behavior. Topics include: introduction to medical assisting, introduction to medical law, the physician-patient-assistant relationship, medical office in litigation, ethics, and bio-ethical issues.

MAS 103 – Pharmacology Credits: 5.00

Introduces drug therapy with emphasis on safety, classification of drugs, their action, side effects, and/or adverse reactions. Also introduces the basic concept of mathematics used in the administration of drugs. Topics include: introduction to pharmacology, calculation of dosages, sources and forms of drugs, drug classification, and drug effects on the body systems and calculating adult and pediatric dosages.

MAS 106 - Medical Office Procedures Credits: 4.00

Emphasizes essential skills required for the typical business office. Topics include: Office protocol, time management, telephone techniques, office equipment, mail services, references, filing, correspondence, and travel and meeting arrangements.

MAS 108 - Medical Assisting Skills I Credits: 5.00

Introduces the skills necessary for assisting the physician with a complete history and physical in all types of practices. The course includes skills necessary for sterilizing instruments and equipment and setting up sterile trays. The student also explores the theory and practice of electrocardiography. Topics include: infection control and related OSHA guidelines, prepare patients/assist physician with examinations and diagnostic procedures, vital signs/mensuration, minor office surgical procedures, and electrocardiograms.

MAS 109 - Medical Assisting Skills II Credits: 5.00

Further the student's knowledge of more complex activities in a physician's office. Topics include: collection/examination of specimens and CLIA regulations; urinalysis, venipuncture, hematology/chemistries/ bacteriology, administration of medications, medical office emergency procedures, rehabilitation, testing of respiratory function, principles of radiology and radiology safety.

MAS 112 - Human Disease Credits: 5.00

Provides clear succinct and basic information about common medical conditions. Taking each body system, the disease condition is highlighted following a logical formation consisting of: description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention. Topics include: introduction to disease and diseases of body systems. .

MAS 113 - Maternal and Child Care Credits: 5.00

Focuses on the reproductive system, care of the mother in all stages of pregnancy, the normal and emotional growth of the healthy child, and care of the sick child. Topics include: introduction to obstetrics, intrauterine development, prenatal and post-partum care and complications, review of male and female reproductive systems, patient education, methods of contraception, labor and delivery, principles of fetal monitoring, principles of specialized testing (fetal monitors, ultrasound, special triple test, and stress test), and child development and diseases: newborn through adolescence.

MAS 114 - Medical Administrative Prod I Credits: 3.00

Emphasizes essential skills required for the typical medical office in the area of computerized applications in medical transcription. Topics include: computerized applications to medical transcription, application of computer skills, and medical terminology.

MAS 115 - Medical Aministrat Proced II Credits: 3.00

Emphasizes essential skills required for the typical medical office. Topics include: application software, accounting procedures, and insurance preparation and coding.

MAS 117 - Medical Assisting Externship Credits: 6.00

Provides students with an opportunity for in-depth application and reinforcement of principles and techniques in a medical office job setting. This clinical practicum allows the student to become involved in a work situation at a professional level of technical application and requires concentration, practice, and follow through. Topics include: application of classroom knowledge and skills, functioning in the work environment, listening, and following directions.

MAS 118 - Medical Assisting Seminar Credits: 4.00

Seminar focuses on job preparation and maintenance skills and review for the certification examination. Topics include: letters of application, resumes, job interview, interview follow up letter, completing a job application and letters of resignation.

Medical Billing Specialist

MBS100 - Anatomy and Human Disease Credits: 5.00

This course focuses on the basic normal function of the human body and provides clear succinct and basic information about common medical conditions. Taking each body system, the disease condition is highlighted following a logical formation consisting of: description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention. Topics include: introduction to disease and diseases of body systems.

MBS101 - Medical Billing Externship Credits: 2.00

Provides students an opportunity for in-depth application and reinforcement of principles and techniques in a medical office setting. This clinical practicum allows the student to become involved in a work situation at a professional level of technical application and requires concentration, practice, and follow through. Topics include: application of classroom knowledge and skills, functioning in the work environment, listening, and following directions.

Medical Transcription

MTS100 - Medical Transcription Credits: 3.00

Emphasizes essential skills required for the typical medical office in the ares of computer applications in medical transcription. Topics include: computerized applications to medical transcription, application of computer skills, and medical terminology.

Math

MAT 096 - Developmental Math II Credits: 5.00

Teaches the student basic arithmetic skills needed for the study of mathematics. Topics include: number theory, whole numbers, fractions, decimals, measurements, and word problems.

MAT 097 - Developmental Math III Credits: 5.00

Emphasizes in depth arithmetic skills needed for the study of mathematics related to specific occupational programs and for the study of basic algebra. Topics include: number theory, fractions, decimals, ratio/proportion percent, measurements/geometric formulas and word problems. Homework assignments reinforce classroom learning.

MAT 098 - Pre-Algebra Credits: 5.00

Introduces pre-algebra concepts and operations which will be applied to the study of algebra. Topics include: number theory, arithmetic review, signed numbers, algebraic operations, and introduction to algebraic word problems.

MAT 099 - Intermediate Algebra Credits: 5.00

This course provides an introduction to the topics of rational expressions, graphing, geometry, systems of equations, radicals, negative exponents, scientific notation, quadratic equations and word problems. College: Technical College

MAT 101 - General Mathematics Credits: 5.00

Emphasizes mathematical skills that can be applied to the solution of occupational and technical problems. Topics include: properties of numbers, fractions, decimals, percents, ratio and proportion, measurement and conversion, exponents and radicals and geometric and technical formulas. Class includes lectures, applications and homework to reinforce learning.

MAT 103 - Algebraic Concepts Credits: 5.00

Introduces concepts and operations which can be applied to the study of algebra. Course content emphasizes: use of variables, manipulation of algebraic expressions, solution of linear and quadratic equations, evaluation and graphing of linear and quadratic functions and solution of system of linear equations. Class includes lecture, applications and homework to reinforce learning.

MAT 104 - Geometry & Trigonometry Credits: 5.00

Introduces and develops basic geometric and trigonometric concepts. Course content emphasizes: measurement using English and metric systems, angle measure, similar triangles, right triangles, two- and three-dimensional geometric figures, right triangle trigonometry, oblique triangles and laws of sines and cosines.

MAT 111 - Business Math Credits: 5.00

Emphasizes mathematical concepts found in business situations. Topics include: basic mathematical skills, mathematical skills in business-related problem solving and documents, graphs and mathematical problems using electronic calculators (not to include the touch method)

MAT 191 - College Algebra Credits: 5.00

This course emphasizes techniques of problem solving using algebraic concepts. Major topics include: fundamental concepts of algebra; techniques of solving equations and inequalities; the study of functions and their graphs; systems of equations; and optional topics including sequences, series and probability; and analytic geometry.

MAT 194 - Pre-Calculus Credits: 5.00

This course prepares students for calculus. The topics discussed include an intensive study of polynomial, rational, exponential, logarithmic and trigonometric functions and their graphs. Applications include simple maximum and minimum problems, exponential growth and decay.

MAT 195 - Differential Calculus Credits: 5.00

Differential Calculus: topics include: continuity, limits, derivatives and their application, differentiation of transcendental functions, techniques of differentiation, definition of the integral and applications of integration. Applications include related rates, linear approximations, maxima-minima, optimization problems, velocity and acceleration.

MAT 196 - Contemporary Mathematics Credits: 5.00

Overview course covering algebra, statistics, and mathematics of finance. Topics include: equations, inequalities, functions, graphs, systems of equations, sets, logic, probability and statistics, regression analysis, and finance.

PHY191 - Physics I – Mechanics Credits: 5.00

Introduces the classical theories of mechanics. Topics include; measurements and systems of units, Newton's laws, linear motion, work, energy, power, impulse and momentum, two-dimensional motion, and equilibrium. Laboratory exercises supplement class work. Computer use is an integral part of class and laboratory assignments.

PHY191 - Physics II - Elect. & Magn. Credits: 5.00

Introduces theories of electricity and magnetism. Topics include; electrostatic forces and fields, magnetism, circuit elements and theory, electromagnetic waves, and modern physics. Laboratory exercises supplement class work.

PHY191 - Physics III Credits: 5.00

Introduces classical theories of fluids, heat, sound, and light. Topics include: static and dynamics of fluids, gas laws, heat transfer, thermodynamics, simple harmonic motion, wave motion, sound, and properties of light. Laboratory exercises supplement class work. Computer use is an integral part of class and laboratory assignments.

Machine Tool

MCH 101 - Introduction to Machine Tool Credits: 6.00

Introduces the fundamental concepts and procedures necessary for the safe and efficient use of basic machine tools. Topics include: use of hand and bench tools and use of power tools.

MCH 102 - Blueprint Reading for Mach. Tls Credits: 5.00

Introduces the fundamental concepts and techniques necessary to interpret drawings and produce sketches for machine tool applications. Topics include: interpretation of blueprints and sketching.

MCH 104 - Machine Tool Math I Credits: 5.00

Develops mathematics competencies as applied to machine tool technology. This course emphasizes manipulation and use of machining formulas and the discussion of machining geometry. Topics include: machining algebra and machining geometry.

MCH 105 - Machine Tool Math II Credits: 5.00

Continues the development of mathematics competencies as applied to machine tool technology. Emphasis is placed on the uses of geometric and trigonometric principles in machining. Topics include: advanced applied geometry and applied trigonometry.

MCH 107 - Traits of Metal/Heat Treatment Credits: 4.00

Introduces the properties of various metals, production methods and identification of ferrous and non-ferrous metals. Topics include: metallurgy, and heat treatment.

MCH 109 - Lathe Operations I Credits: 7.00

Provides opportunities for students to develop skill in the use of bench grinders and lathes. Topics include: lathes, bench grinders, bench grinder operations, lathe calculations, lathe set up, and lathe operations.

MCH 110 - Lathe Operations II Credits: 6.00

Provides opportunities for students to increase their skill in the use of bench grinders and lathes. Topics include: lathes, bench grinders, bench grinder operations, lathe calculations, lathe set up, and lathe operations.

MCH 112 - Surface Grinder Operations Credits: 6.00

Provides instruction in the set-up, operations, maintenance and assembly operations of surface grinders. Topics include: surface grinders and maintenance, set-up, operations, and assembly operations.

MCH 114 - Blueprint Reading II Credits: 5.00

Continues the development of blueprint reading competencies as applied to Machine Tool Technology. Topics include: advanced sectioning, geometric dimensioning, geometric tolerance, and assembly drawings.

MCH 115 - Mill Operations I Credits: 7.00

Provides instruction in the set-up and use of the milling machine. Topics include: milling machines, milling machine calculations, milling machine set up and milling machine operations.

MCH 116 - Mill Operations II Credits: 6.00

Provides instruction in horizontal milling calculations, set-up, and operations. Topics include: horizontal milling machines, horizontal milling machines calculations, horizontal milling machines mill set up, and horizontal milling machine operation.

Marketing Management

MKT 100 - Introduction to Marketing Credits: 5.00

Emphasizes the trends and the dynamic forces that affect the marketing process and the coordination of the marketing functions. Topics include: marketing mix, trends, strategies, and dynamic forces acting on the market.

MKT 101 - Principles of Management Credits: 5.00

Develops skills and behaviors necessary for successful supervision of people and job responsibilities. Emphasis will be placed on personnel management, the basic supervisory functions, supervisory skills and techniques, and the special challenges and demands of supervising employees. Topics include: management theories; employee morale; motivation supervision and evaluation of employees; recruitment, screening, and selection of employees; supervision, techniques and functions of management, including total quality management.

MKT 103 - Business Law Credits: 5.00

Introduces the study of contracts and other business obligations in the legal environment. Topics include: creation and evolution of laws, court decision processes, sales contracts, commercial papers, risk-bearing devices, and the Uniform Commercial Code.

MKT 104 - Principles of Economics Credits: 5.00

Provides a study of micro and macro economic principles, policies, and applications. Topics include: economic systems, supply and demand, money and the banking systems, and the business cycle.

MKT 106 - Fundamentals of Selling Credits: 5.00

Emphasizes sales strategy and techniques to assist the student in the sales process. Topics include: customer relations, professional image, product/service knowledge, selling techniques and procedures, sales presentations, and the ethics of selling.

MKT 107 – Buying Credits: 5.00

Introduces the fundamental principles of buying, merchandising, and accounting for products and services. Topics include: assortment planning; locating resources; ordering merchandise just-in-time or quick response inventory control, pricing for profit; and financial statements, ratios, and accounting vocabulary.

MKT 108 – Advertising Credits: 4.00

Introduces the fundamental principles and practices associated with advertising activities. Topics include: purpose of advertising; principles of advertising, budgeting; marketing and advertising plans, media evaluation, target marketing, and selection, campaign planning, trends in advertising, and regulations and controls.

MKT 109 - Visual Merchandising Credits: 4.00

Focuses on the components of display necessary for the effective visual presentation of goods and services. Opportunities will be provided to utilize the principles and techniques that are common to display work in various types of businesses. Emphasis will be placed on design, color, tools and materials of the trade, and installation of displays.

MKT 110 – Entrepreneurship Credits: 8.00

Provides an overview of the activities that are involved in planning, establishing, and managing of a small business enterprise. Topics include: planning; location analysis; financing; and development of business plan.

MKT 117 - Media Productions Credits: 3.00

This course teaches students how to develop promotional aids for public speaking, advertising,

and publicity campaigns. Students learn to operate audiovisual equipment commonly used in marketing occupations. Topics include: desktop publishing techniques, operating projectors and video equipment, selecting appropriate media delivery systems, and developing public speaking and sales aids.

MKT 120 - Advanced Marketing Credits: 3.00

The student analyzes the market for potential users of goods and services, finds suitable locations for various marketing establishments, develops distribution strategies, and conducts a marketing research project.

MKT 130 - Occupation Based Instruction I Credits: 3.00

Introduces the application and reinforcement of marketing administration and employability principles in an actual job placement or practicum experience. Students are acquainted with occupational responsibilities through realistic work situations and are provided with insights into marketing administration

applications on the job. Topics include: problem solving, adaptability to the job setting, use of proper interpersonal skills, application of marketing techniques, and professional development. The occupation based instruction is implemented through the use of written individualized training plan, written performance evaluation, required seminars, and required practicum or on-the-job training

MKT 131 - Occupation Based Instruction II Credits: 3.00

Focuses on the application and reinforcement of marketing administration and employability principles in an actual job placement or practicum experience. Students are acquainted with occupational responsibilities through realistic work situations and are provided with insights into marketing administration applications on the job. Topics include: problem solving, adaptability to the job setting, use of proper interpersonal skills, application of marketing techniques, and professional development. The occupation based instruction is implemented through the use of written individualized training plan, written performance evaluation, required seminars, and required practicum or on-the-job training.

MKT 161 - Service Industry Bus. Envir. Credits: 2.00

Introduces students to the services industry. Topics include: an introduction to the service industry business environment an introduction to life long learning, work ethic and positive behaviors required for exceptional customer service an introduction to customer relations, working together successfully on teams, and basic business principles.

MKT 162 - Customer Contact Skills Credits: 6.00

Provides students with skills necessary to communicate with customers and successfully manage that relationship in both telephone and face-to-face situations. Topics include: skills to effectively communicating with customers, developing rapport with customers, problem-solving in customer service, developing sales skills in the environment, managing difficult customers, and managing the multicultural customer. Computer based training (CBT) is used to allow students to practice skills using simulated business situations.

MKT 163 - Computer Skills for Customer Credits: 3.00

Provides students with the fundamentals of computer skills used in a customer service environment. Topics include: introduction to computer technology, introduction to the Windows environment, to word processing, spreadsheets, database, e-mail, and credit card processing.

MKT 164 - Business Skills for Customer Credits: 3.00

Provides students with the fundamentals of basic business skills used in the customer service environment. Topic include: introduction to business correspondence, basic business calculations, change management, managing multiple tasks and priorities, and tools for team problem-solving and service improvement.

MKT 165 - Personal Effectiveness Cost. Credits: 1.00

Provides students with skills that will allow them to present a positive image to both coworker and customers. Topics include: personal wellness and stress management, positive image, and job interview skills.

Continuous Quality Improvement MSD

MSD 167 - Cont. Quality Improvement Credits: 5.00

Emphasizes the development of skills which support employability and leadership of continuous improvement through teamwork and applied problem-solving (team project) for improvement of a real process. Topics include history, philosophy and principles of TQM, teamwork (applying skills to diverse team members and settings, communication and building consensus), TQM tools (including data collection and presentation), process management and presentation skills.

Paramedic Technology

EMS126 - Introduction to the Paramedic Profession Credits: 3.00

Introduces the student to the paramedic profession. Discussion centers on functions that extend beyond the EMT scope of practice. Topics include: the EMS system/roles and responsibilities, well-being of the paramedic, illness and injury prevention, medical/legal considerations, ethics, ambulance operations, medical incident command, rescue awareness/operations, hazardous materials incidents and crime scene awareness. This course provides instruction on topics in Division 1, Sections 1-5, Division 7, Section 1 and Division 8 sections 1-5 of the USDOT/NHTSA Paramedic National Standard Curriculum.

EMS127 - Patient Assessment Credits: 4.00

Introduces the fundamental principles and skills involved in assessing the pre-hospital patient. Emphasis is on the systematic approach to patient assessment, with adaptations for the medical versus the trauma patient. Topics include: therapeutic communications, history taking, techniques of physical exam, patient assessment, clinical decision-making, EMS communications, and documentation. This course provides instruction on topics in Division 1, Section 9 and Division 3, Sections 1-9 of the USDOT/NHTSA Paramedic National Standard Curriculum.

EMS128 - Applied Physiology & Pathophysiology Credits: 3.00

This course introduces the concepts of pathophysiology as it correlates to disease processes. This course will enable caregivers to enhance their overall assessment and management skills. Disease-specific pathophysiology is covered in each related section of the curriculum. This course covers a review of cellular composition and function, including cellular environment as it relates to fluid and acid-base balances. Content on genetics and familial diseases are discussed. Hypoperfusion, including various forms of shock, multiple organ dysfunction syndrome and cellular metabolism impairment are integral components of this course. The next portion of this section provides information on the body's self-defense mechanisms, the inflammatory response, and variances in immunity. The last topic covered is stress and disease, which includes stress responses and the interrelationships among stress, coping, and disease.

EMS129 - Pharmacology Credits: 4.00

This unit is designed to help the paramedic implement a patient management plan based on principles and applications of pharmacology. Discussion of pharmacology includes: identification of drugs, drug calculations, drug administration techniques and procedures and drug safety and standards.

EMS130 - Respiratory Emergencies Credits: 5.00

This unit is designed to help the Paramedic assess and treat a wide variety of respiratory related illnesses in the pediatric and adult patient. Topics include a review of anatomy and physiology, pathophysiology of foreign body airway obstruction, recognition of respiratory compromise, use of airway adjunctive equipment and procedures, current therapeutic modalities for bronchial asthma, chronic bronchitis, emphysema, spontaneous pneumothorax, and hyperventilation syndromes. This section also provides expanded information for adult respiratory distress syndrome, pulmonary thromboembolism, neoplasms of the lung, pneumonia, emphysema, pulmonary edema, and respiratory infections. This course provides instruction on topics in Division 2 (Airway), Section 1 (Airway Management and Ventilation) and Division 5 (Medical), Section 1 (Respiratory) of the USDOT/NHTSA Paramedic National Standard Curriculum.

EMS131 – Trauma Credits: 5.00

This Unit is designed to introduce the student to assessment and management of the trauma patient, to include: systematic approach to the assessment and management of trauma, demonstration of the assessment and management of certain types of trauma patients and bodily injuries. Student should complete the requirements for the Basic Trauma Life Support Course or the Pre-Hospital Trauma Life Support Course.

EMS132 - Cardiology I Credits: 5.00

Emphasizes the study of the cardiovascular system. Cardiology I will introduce and explore cardiovascular epidemiology, anatomy and physiology, pathophysiology, and electrophysiology. This course will also provide instruction on initial cardiovascular assessment, focused history, detailed physical examination, and electrocardiographic monitoring. Management of the cardiovascular patient will be taught in Cardiology II. At the completion of this unit, the paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for the patient with cardiovascular disease. This course provides instruction on topics in Division 5 (Medical), Section 2 (Cardiology) of the USDOT/NHTSA Paramedic National Standard Curriculum.

EMS133 - Cardiology II Credits: 5.00

This course expounds on the objectives in Cardiology I emphasizing advanced patient assessment and management of the cardiac patient. Topics will include advanced cardiovascular assessment, pharmacological intervention, electrical intervention, and emergency resuscitative treatment utilizing the American Heart Association's Advanced Cardiac Life Support (ACLS) Providers course. This course provides instruction on topics in Division 5 (Medical), Section 2 (Cardiology) of the USDOT/NHTSA Paramedic National Standard Curriculum.

EMS134 - Medical Emergencies Credits: 4.00

Provides an in-depth study of the nervous, endocrine, gastrointestinal, renal, hematopoietic, and immune systems. Topics include epidemiology, pathophysiology, assessment, and management of specific injuries/illnesses. Emphasis is placed on allergies/anaphylaxis, toxicology, environmental emergencies, and infectious and communicable diseases. General/specific pathophysiology assessment and management are discussed in detail for environmental emergencies. Infectious and communicable disease topics include public health principles, public health agencies, infection, pathogenicity, infectious agents, and specific infectious disease processes and their management. This course provides instruction on topics in Division 5 (Medical), Sections 3, 4, 5, 6, 7, 8, 9, 10, and 11 of the USDOT/NHTSA Paramedic National Standard Curriculum

EMS135 - Maternal/Paternal Credits: 5.00

Emphasizes the study of gynecological, obstetrical, pediatric and neonatal emergencies. Maternal/Child combines the unique relationships and situations encountered with mother and child. Provides a detailed understanding of anatomy/physiology, pathophysiology, assessment, and treatment priorities for the OB/GYN patient. Pediatric and neonatal growth and development, anatomy and physiology, pathophysiology, assessment and treatment specifics are covered in detail. Successful completion of a PLS/PALS course is required. This course provides instruction on topics in Division's 5 (Medical), Sections 13 (Obstetrics) & 14 (Gynecology) and 6 (Special Considerations), Sections 1 (Neonatology) and 2 (Pediatrics) of the USDOT/NHTSA Paramedic National Standard Curriculum.

EMS136 - Special Patients Credits: 2.00

Provides an overview of the assessment and management of behavioral emergencies as they pertain to prehospital care. Topics include: communication skills and crisis intervention, assessment and management of the adult and adolescent patient with behavioral emergencies, management of the violent patient, management of the suicidal patient, medical/legal considerations, and stress management. Life span, geriatrics, abuse, special challenges, and chronic care patients are included.

EMS200 - Clinical Application of Advanced Emergency Credits: 10.00

This course provides a range of clinical experiences for the student paramedic to include clinical application of advanced emergency care.

EMS201 - Summative Evaluation Credits: 5.00

Provides supervised clinical experience in the hospital and prehospital advanced life support settings to include: EMS leadership, summative case evaluations, EKG interpretation and pharmacology. This course also includes a comprehensive paramedic program examination and a board examination review.

Patient Care Fundamentals**CNA 100 - Patient Care Fundamentals** Credits:

8.00

Includes classroom and clinical instruction to prepare students to become a certified nurse assistant in long term care facilities. Instruction prepares students to take the State of Georgia Certification Exam.

Practical Nursing (NPT)**NPT 112 - Medical Surgical Nursing I** Credits: 7.00

Practicum focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client

education. Topics include: health management and maintenance and prevention of illness; care of the individual as a whole, and deviations from the normal state of health in the cardiovascular, respiratory, endocrine, urinary, and gastrointestinal systems; client care, treatment, pharmacology, medication administration, and diet therapy related to the cardiovascular, respiratory, endocrine, urinary, and gastrointestinal systems; and standard precautions.

NPT 113 - Medical Surgical Nursing II Credits: 7.00

Practicum focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include: health management and maintenance and prevention of illness; care of the individual as a whole, and deviations from the normal state of health in the musculoskeletal, neurological, integumentary, and sensory systems, mental health, and oncology; client care, treatment, pharmacology, medication administration, and diet therapy related to the musculoskeletal, neurological, integumentary, and sensory systems, mental health, and oncology; and standard precautions.

NPT 212 - Pediatric Nursing Practicum Credits: 2.00

Focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include: health management and maintenance and prevention of illness, care of the individual as a whole, and deviations from the normal state of health in the pediatric client; client care, treatments, pharmacology, medication administration, and diet therapy of the pediatric client; growth and development; and standard precautions.

NPT 213 - Obstetrical Nursing Practicum Credits: 3.00

Focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include: health management and maintenance and prevention of illness; care of the individual as a whole; and deviations from the normal state of health in the reproductive system, obstetric clients care, and the newborn, client care, treatments, pharmacology, medication administration, and diet therapy related to the reproductive system, obstetric clients, and the newborn; and standard precautions.

NPT 215 - Nursing Leadership Practicum Credits: 2.00

Practicum builds on the concepts presented in prior nursing courses and develops the skills necessary for successful performance in the job market. Topics include: application of the nursing process, supervisory skills, client education methods, group and other TQM processes and conflict resolution.

Practical Nursing (NSG)

NSG 110B - Nursing Fundamentals Credits: 10.00

An introduction to the nursing process. Topics include: orientation to the profession; ethics and law; community health; client care which is defined as using the nursing process, using critical thinking, and providing client education and includes principles and skills of nursing practice, documentation, and an introduction to physical assessment; geriatrics; customer/client relationships; and standard precautions.

NSG 112 - Medical Surgical Nursing I Credits: 9.00

Focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, using critical thinking, and providing client education. Topics include: health management and maintenance and prevention of illness, care of the individual as a whole, and deviations from the normal state of health in the cardiovascular, respiratory, endocrine, urinary, and gastrointestinal systems; client care, treatments, pharmacology, and diet therapy related to the cardiovascular, respiratory, endocrine, urinary, and gastrointestinal systems; and standard precautions.

NSG 113 - Medical Surgical Nursing II Credits: 9.00

Focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include: health management and maintenance and prevention of illness; care of the individual as a whole, and deviations from the normal state of health in the musculoskeletal, neurological, integumentary, and sensory systems, mental health, and oncology; client care, treatment, pharmacology, and diet therapy related to the musculoskeletal, neurological, integumentary, and sensory systems, mental health, and oncology; and standard precautions.

NSG 212B - Pediatric Nursing Credits: 5.00

Focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include: health management and maintenance and prevention of illness, care of the individual as a whole, and deviations from the normal state of health in the pediatric client; client care, treatments, pharmacology, and diet therapy of the pediatric client; growth and development; and standard precautions.

NSG 213 - Obstetrical Nursing Credits: 5.00

Focuses on health management and maintenance and the prevention of illness, care of the individual as a whole, and deviations from the normal state of health. The definition of client care includes using the nursing process, performing assessments, using critical thinking, and providing client education. Topics include: Health management and maintenance and prevention of illness, care of the individual as a whole, and deviations from the

normal state of health in the reproductive system, obstetric client and the newborn; client care, treatments, pharmacology, and diet therapy related to the reproductive system, obstetric clients, and the newborn; and standard precautions.

NSG 215 - Nursing Leadership Credits: 2.00

Builds on the concepts presented in prior nursing courses and develops the skills necessary for successful performance in the job market. Topics include: application in the nursing process, critical thinking, supervisory skills, client education methods, group and other TQM processes and conflict resolution.

Patient Care

PCT 100 - Technical Skills for the PCT Credits: 8.00

Provides education and training to prepare students to function under the direction of a licensed health professional to perform non-licensed technical patient care skills in a hospital, physicians practice, and other settings. Topics include: phlebotomy, wound care, EKG lead placement, respiratory care, and various other post-procedure assessments.

Phlebotomy Technician

PHL 103 - Introduction To Venipuncture Credits: 4.00

Provides an introduction to blood collecting techniques and processing specimens. Emphasis is placed on the knowledge and skills needed to collect all types of blood samples from hospitalized patients. Topics include: venipuncture procedure and safety; isolation techniques, venipuncture problems, and definitions; lab test profiles, other specimen collections, and patient care areas; test combination and skin punctures; specimen processing and CPR; professional ethics and malpractice; and certification and licensure.

PHL 105 - Clinical Practice Credits: 8.00

Provides work experience in a clinical setting. Emphasis is placed on enhancing skills in venipuncture techniques. Topics include: introduction to hospital policies and procedures and work ethics; routine collections; adult, pediatric, and newborn; and special procedures.

Physics

PHY 191 - Physics I-Mechanics Credits: 5.00

Introduces the classical theories of mechanics. Topics include; measurements and systems of units, Newton's laws, linear motion, work, energy, power, impulse and momentum, two-dimensional motion, and equilibrium. Laboratory exercises supplement class work.

PHY 192 - Physics II-Elect. & Magn. Credits: 5.00

Introduces theories of electricity and magnetism. Topics include; electrostatic forces and fields, magnetism, circuit elements and theory, electromagnetic waves, and modern physics. Laboratory exercises supplement class work.

PHY 291 - Physics III Credits: 5.00

Introduces classical theories of fluids, heat, sound, and light. Topics include: statics and dynamics of fluids, gas laws, heat transfer, thermodynamics, simple harmonic motion, wave motion, sound, and properties of light. Laboratory exercises supplement class work.

Psychology

PSY 101 – Psychology Credits: 5.00

Presents the basic principles of human behavior and their application to everyday life and work. Topics include: introduction to psychology; social environments; communications and group processes; personality; emotions and motives; conflicts, stress, and anxiety; perception and learning; and life span development.

PSY 191 - Introductory Psychology Credits: 5.00

Emphasizes the basics of psychology. Topics include: science of psychology, social environments, life stages, physiology and behavior, personality, emotions and motives, conflicts, stress and anxiety, abnormal behavior, and perception, learning and intelligence.

Reading

RDG 095 - Reading Developmental I Credits: 5.00

Provides instruction for the development of reading readiness with emphasis on primary and practical reading skills for the adult learner. Topics include: phonics, structural analysis, basic sight words, sentence meaning and survival reading.

RDG 096 - Developmental Reading II Credits: 5.00

Emphasizes the strengthening of fundamental reading competencies. Topics include: vocabulary development, comprehension skills, study skills, and occupational/survival reading.

RDG 097 - Developmental Reading III Credits:

5.00

Emphasizes basic vocabulary and comprehension skills development. Topics include: vocabulary development, comprehension skills development, study skills, test-taking techniques, and occupational reading.

RDG 098 - Developmental Reading IV Credits: 5.00

Provides instruction in vocabulary and comprehension skills with emphasis on occupational applications. Topics include: vocabulary development, comprehension skills development, critical reading skills, and study skills.

Reading/English Second Language

RSL 096 - Reading Eng. as a Sec. Lang.I Credits: 5.00

For students with limited experience in reading English. Provides instruction in basic vocabulary and comprehension skills. Topics include: word recognition skills, vocabulary development, and comprehension skills.

RSL 097 - Reading Eng 2nd Lang III Credits: 5.00

For students with intermediate experience in reading English. Provides instruction in intermediate word recognition skills, vocabulary development, comprehension skills, and study skills.

RSL 098 - Reading Eng 2nd Lang IV Credits: 5.00

For students with advanced experience in reading English. Provides instruction in advanced word recognition skills, vocabulary development, comprehension skills, and study skills.

Rehabilitation Care Technician

RHB100 - Rehabilitation Care Technician Credits: 12.00

This course emphasizes basic principles of rehabilitation and indepth application of skills to function in a variety of rehabilitation settings. Topics include: customer service and communication skills, work ethics, interdisciplinary rehabilitation concepts, chart documentation, behavioral changes, human sexuality, safety and body mechanics, physical therapy concepts for treating musculoskeletal and non-musculoskeletal disorders, and critical thinking applications.

Computer Information (SCT)

SCT 100 - Introduction to Microcomputers Credits: 3.00

Introduces fundamental concepts and operations necessary to use microcomputer. Emphasis is placed on basic functions and familiarity with computer use. Topics include: computer terminology, Introduction to Windows environment, introduction to networking, word processing, introduction to spreadsheets, and introduction to databases.

SCT 101 - Computer Concepts & Applicat. Credits: 3.00

Provides an introduction to the Internet and computing concepts as well as application and operating system software. Topics include: history of computers; computer hardware and software; data hierarchy; use of word processing, spreadsheet, and database application software; computer operating systems; history and overview of the Internet, web publishing, and use of World Wide Web; data communications.

Sociology

SOC 191 - Intro. to Sociology Credits: 5.00

Explores the sociological analysis of society, its culture, and structure. Sociology is presented as a science with emphasis placed on its methodology and theoretical foundations. Topics include: basic sociological concepts, socialization, social interaction and culture, social groups and institutions, deviance and social control, social stratification, and social change.

Speech

SPC 191 – Speech Credits: 5.00

Introduces the fundamentals of oral communication. Topics include; selection and organization of materials, preparation and delivery of individual and group presentations, and analysis of ideas presented by others.

Surgical

SUR 101 - Intro. to Surgical Tech. Credits: 6.00

Provides an overview of the surgical technology profession and develops the fundamental concept and principles necessary to successfully participate on a surgical team. Topics include: orientation to surgical technology, asepsis and the surgical environment, basic instrumentation and equipment, principles of the sterilization process, and application of sterilization principles.

SUR 102 - Principles of Surgical Tech. Credits: 5.00

Provides continued study of surgical team participation by introducing wound management and technological sciences for the operating room. Topics include: incisions and exposure, homeostasis, wound healing, surgical dressings, catheters, and drains, tissue approximation, electricity, physics, robotics, minimal invasive surgery, and outpatient surgical procedures.

SUR 108 - Surgical Microbiology Credits: 3.00

Introduces the fundamentals of surgical microbiology. Topics include: historical development of microbiology, cell structure and theory, microbial function, human and pathogen relationships, infectious process, blood borne pathogens, defense microorganisms, infection control and principles of microbial control and destruction.

SU

R 109 - Surgical Patient Care Credits: 3.00

Introduces a complex diversity of surgical patients. Topics include: biophysiological diversities and needs, preoperative routine, intraoperative patient care, postoperative patient care and health and wellness.

SUR 110 - Surgical Pharmacology Credits: 3.00

Introduces the fundamentals of intraoperative pharmacology, and emphasizes concepts of anesthesia administration. Topics include: weights and measurements, drug conversions, interpretation of drug orders, legal aspects of drugs administration, intraoperative pharmacologic agents, and anesthesia fundamentals.

SUR 112 - Intro. to Surgical Practicum Credits: 7.00

Orients students to the clinical environment and provides experience with basic skills necessary to the surgical technologist. Topics include; scrubbing, gowning, gloving, and draping, assistance with patient care; processing of instruments and supplies; creation and maintenance of a sterile field; basic instrumentation; and environmental sanitation.

SUR 203 - Surgical Procedures I Credits: 6.00

Continues introduction to surgical procedures, incisions, wound closure, operative pathology, and common complications as applied to general and specialty surgery. Topics include: general surgery and special techniques, obstetrical and gynecological surgery, gastrointestinal surgery, genitourinary surgery, head and neck surgery and plastic and reconstructive surgery.

SUR 204 - Surgical Procedures II Credits: 6.00

Continues development of student knowledge and skills applicable to specialty surgery areas. Topics include: ophthalmic surgery, orthopedic surgery, thoracic surgery, vascular surgery, cardiovascular surgery and neurosurgery.

SUR 213 - Specialty Surgical Practicum Credits: 8.00

Continues development of surgical team participation through clinical experience. Emphasis is placed on observation/participation in routine procedures and procedures for general and specialty surgery. Topics include: participation in and/or observation of general surgery, gastrointestinal surgery, obstetrical and gynecological surgery, genitourinary surgery, head and neck surgery, and plastic and reconstructive surgery.

SUR 214 - Advanced Specialty Surgical Pr Credits: 8.00

Provides opportunity for students to complete all required Surgical Technology procedures through participation in surgery in the clinical setting. Topics include: primary scrub on specialty surgical procedures; participation as a surgical team conducting ophthalmic, orthopedic, thoracic, vascular, cardiovascular and neurosurgery procedures; independent case preparation and implementation of intraoperative skills and demonstration of employability skills.

SUR 224 - Seminar in Surgical Tech Credits: 3.00

Prepares students for entry into careers as surgical technologists and enables them to effectively review for the national certification examination. The Program Assessment Examination is administered prior to completion of this course. Topics include: professional credentialing, certification review and test taking skills.

Welding

WLD 100 - Intro. to Welding Tech. Credits: 6.00

Provides an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include; industrial safety practices; hand tool and power machine operations measurements; laboratory procedures; introduction to codes and standards; welding career potentials and certification eligibility; basic electricity and power sources; and metal principles, characteristic preparation, and testing procedures. Laboratory demonstrations parallel class work.

WLD 101 - Oxyfuel Cutting Credits: 4.00

Introduces fundamental principles, safety practices, equipment, and techniques necessary for metal heating and oxyfuel cutting. Topics include; metal heating and cutting principles; safety procedures, use of oxyfuel cutting torches and flame cutting apparatus; metal heating and cutting techniques; cutting with manual and automatic cutting machines; and oxyfuel pipe cutting. Practice in the laboratory is provided.

WLD 103 - Blueprint Reading I Credits: 3.00

Introduces the knowledge and skills necessary for reading welding and related blueprints and sketches. Topics include; basic lines; sketches; basic views; notes and specifications; dimensions; structural shapes; isometrics; sectional views; joint design; detail and assembly prints.

WLD 104 - Shielded Metal Arc Welding I Credits: 6.00

Introduces the fundamental theory, safety practices, equipment, and techniques required for shielded metal arc welding (SMAW) in the flat position. Qualification tests, flat position, are used in the evaluation of student progress toward making industrial standard welds. Topics include; SMAW safety and health practices; SMAW theory; basic electrical principles; introduction to SMAW machines; equipment set-up; identification and selections of low hydrogen, mild steel, and other common electrodes; joint design; selection and preparation of materials; and production of beads and joints in the flat position.

WLD 105 - Shielded Metal Arc Welding II Credits: 6.00

Introduces the major theory, safety practices, and techniques required for shielded metal arc welding (SMAW) in the horizontal position. Qualification tests and horizontal position are used in the evaluation of student progress toward making industrial standard welds. Topics include; SMAW safety and health practices; production of welds of uniform width and height; manipulation of electrodes to produce specification welds; horizontal joints, and uses of low hydrogen, and other common electrodes in horizontal position welding.

LD 106 - Shielded Metal Arc Welding III Credits: 6.00

Introduces the major theory, safety practices, and techniques required for shielded metal arc welding (SMAW) in the vertical position. Qualification tests and vertical position are used in the evaluation of student progress toward making industrial standard welds. Topics include; SMAW safety and health practices; production of welds of uniform width and height; manipulation of electrodes to produce specification welds; vertical joints; and applications of low hydrogen, mild steel, and other common electrodes to vertical position welding.

WLD 107 - Shielded Metal Arc Welding IV Credits: 6.00

Introduces the major theory, safety practices, and techniques required for shielded metal arc welding (SMAW) in the overhead position. Qualification tests and overhead position are used in the evaluation of student progress toward making industrial standard welds. Topics include; SMAW safety and health practices; production of welds of uniform width and height; manipulation of electrodes to produce weld to specification; overhead joints; and applications of low hydrogen, mild steel, and other common electrodes to overhead position welding.

WLD 108 - Blueprint Reading II Credits: 3.00

Emphasizes welding symbols and definitions through which the engineer or designer communicates with the welder. Welding symbols are considered an integral part of blueprint reading for the welder. Topics include; weld symbols and abbreviations; basic joints for weldment fabrication; fillet welds, groove welds; back or backing and melt-thru, plug and slot, surfacing, flash, upset, flange, spot, projection and seam welds.

WLD 109 - Gas Metal Arc Welding Credits: 6.00

Provides knowledge of theory, safety practices, equipment and techniques required for successful gas metal arc welding. Qualification tests for all positions are used in the evaluation of student progress toward making industrial standard welds. Topics include: GMAW safety and health practices; GMAW theory, machines, and set-up; wire specifications; joint design shielding gases and production of GMAW beads, bead patterns, and joints in all position.

WLD 110 - Gas Tungsten Arc Welding Credits: 4.00

Provides knowledge of theory, safety practices, inert gases, equipment, and techniques required for successful gas tungsten arc welding. Qualification tests for all positions, are used in the evaluating of student progress toward making industrial standard welds. Topics include: safety and health practices; metals weldable using GTAW, shielding gases; metal cleaning procedures; GTAW machines and equipment set-up; selection of filler rods; GTAW weld positions; and production of GTAW beads, bead patterns, and joints in all positions.

WLD 112 - Prep. for Industrial Qual. Credits: 4.00

Introduces industrial qualification methods, procedures, and requirements. Students are prepared to meet the qualification criteria of selected national welding codes and standards. Topics include: qualification test methods and procedures; codes and standards; fillet and groove welding specimens; and national industrial student preparation for qualification and job entry.

WLD 133 - Metal Welding & Cutting Tech Credits: 3.00

Provide instruction in the fundamental use of the electric arc welder and the oxyacetylene cutting outfit. Emphasis is placed on safe setup and use of equipment. Topics include: safety practices, arc welding equipment and setup, oxyfuel welding and cutting procedures.

WLD 151 - Fabrication Practices Credits: 5.00

Presents practices common in the welding and metal fabrication industry. Topics include; metal fabrication safety and health practices and metal fabrication procedures.

WLD 152 - Fabrication Practices Credits: 5.00

Provides the opportunity to apply skills to pipe welding safety and health practices, pipe welding nomenclature, pipe layout and preparation, pipe joint assembly, horizontal welds on pipe (5G) and welds on 45 degree angle pipe (6G).

WLD 153 - Flux Cored Arc Credits: 5.00

Provides knowledge of theory, safety practices, equipment, and techniques required for successful flux cored arc Welding . Qualification tests for all positions are used in the evaluation of student progress toward making industrial standard welds. Topics include: FCAW safety and health practices, FCAW theory, machine set up and operation, shielded gas selection, and FCAW joints in all positions.

The Effingham Gateway to College Academy is in the process of incorporating. The incorporation will be completed and submitted by February 6, 2008.

STATE OF GEORGIA

Secretary of State

Corporations Division
315 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF EXISTENCE

I, Karen C Handel, Secretary of State and the Corporations Commissioner of the state of Georgia, hereby certify under the seal of my office that

EFFINGHAM GATEWAY ACADEMY, INC.

Domestic Non-Profit Corporation

was formed or was authorized to transact business on 01/29/2008 in Georgia. Said entity is in compliance with the applicable filing and annual registration provisions of Title 14 of the Official Code of Georgia Annotated and has not filed articles of dissolution, certificate of cancellation or any other similar document with the office of the Secretary of State.

This certificate relates only to the legal existence of the above-named entity as of the date issued. It does not certify whether or not a notice of intent to dissolve, an application for withdrawal, a statement of commencement of winding up or any other similar document has been filed or is pending with the Secretary of State.

This certificate is issued pursuant to Title 14 of the Official Code of Georgia Annotated and is prima-facie evidence that said entity is in existence or is authorized to transact business in this state.



WITNESS my hand and official seal of the City of Atlanta and the State of Georgia on 4th day of February, 2008

A handwritten signature in cursive script that reads 'Karen C Handel'.

Karen C Handel
Secretary of State

STATE OF GEORGIA

Secretary of State

Corporations Division
315 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

Certified Copy

I, Karen C Handel, Secretary of the State of Georgia, do hereby certify under the seal of my office that the attached documents are true and correct copies of documents filed under the name of

EFFINGHAM GATEWAY ACADEMY, INC.

Domestic Non-Profit Corporation

Said entity was formed in the jurisdiction set forth above and has filed in the Office of Secretary of State on the 29th day of January, 2008 its certificate of limited partnership, articles of incorporation, articles of association, articles of organization or application for certificate of authority to transact business in Georgia. This Certificate is issued pursuant to Title 14 of the Official Code of Georgia Annotated and is prima-facie evidence of the existence or nonexistence of the facts stated herein.



WITNESS my hand and official seal of the City of Atlanta and the State of Georgia on 4th day of February, 2008

A handwritten signature in cursive script that reads 'Karen C Handel'.

Karen C Handel
Secretary of State

STATE OF GEORGIA

Secretary of State

Corporations Division

315 West Tower

#2 Martin Luther King, Jr. Dr.

Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, **Karen C Handel**, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

EFFINGHAM GATEWAY ACADEMY, INC.

a Domestic Non-Profit Corporation

has been duly incorporated under the laws of the State of Georgia on **01/29/2008** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and
the State of Georgia on January 29, 2008



A handwritten signature in cursive script that reads "Karen C Handel".

Karen C Handel
Secretary of State

Articles Of Incorporation For Georgia Non-Profit

The name of the corporation is:
Effingham Gateway Academy, Inc.

The corporation is organized pursuant to the Georgia Nonprofit Corporation Code.

The principal mailing address of the non-profit:
2890 Highway 21 South
Rincon, GA 31326

The Registered Agent is:

C. B. Rathburn, Ph.D.
2890 Highway 21 South
Rincon, GA 31326

County: Effingham

The name and address of each incorporator(s) is:

Shonah Jefferson,
Attorney-at-Law
P.O. Box 9848
Savannah, GA 31412-0048

The corporation will not have members.

The optional provisions are:

The corporation shall have perpetual duration. The corporation is organized pursuant to the provisions of the Georgia Nonprofit Corporation Code and is organized exclusively for religious, charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), or the corresponding section of any future federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under such section. More specifically, the purposes of the corporation shall include: (a) to redirect individuals who are between the ages of 16 and 20 that have dropped out of high school into appropriate public education programs and services; (b) to engage the community in the corporation's mission, coordinate community outreach and awareness, and maintain the corporation's profile as a community leader in college education; (c) to make or otherwise facilitate distributions, grants, and awards to individuals in furtherance of the corporation's charitable, educational, scientific, literary, or cultural purposes; (d) to perform such other related functions as the Board of Trustees of the corporation shall from time to time determine; and (e) to engage in any lawful act or activities related to the foregoing which are consistent with the provisions of the Georgia Non-Profit Corporation Code and Section 501(c)(3) of the Code.

The corporation is not organized and shall not be operated for pecuniary gain or profit. No part of the property of the corporation and no part of its net earnings shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. It is intended that the corporation will qualify at all times as an organization exempt from federal income tax under Sections 501(a) and 501(c)(3) of the Code, and that it will qualify at all times as an organization to which deductible contributions may be made pursuant to Sections 170, 642, 2055, and 2522 of the Code; therefore, notwithstanding any other provision in these Articles, the corporation shall never be authorized to engage in any activity except in furtherance of the purposes for which the corporation is organized, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Sections 170, 642, 2055, and 2522 of the Code, or the corresponding section of any future federal tax code. The corporation shall never, directly or indirectly, participate or intervene in (including the

publishing or distributing of statements) any political campaign on behalf of any candidate for public office, and the corporation shall not engage in any activities which would subject it to tax under Section 4955 of the Code. No substantial part of the activities of the corporation shall be devoted to attempting to influence legislation by propaganda or otherwise within the meaning of the prescriptive provisions of the Code, except as otherwise provided in Section 501(h) of the Code, and its expenditures to influence legislation shall not exceed the permissible limits of Sections 501(h) and 4911 of the Code, to the extent applicable, and shall not be of the type or magnitude which would subject the corporation to tax under Section 4911 of the Code.

The affairs of the corporation shall be managed by a board of directors which shall be known as the "Board of Trustees." The number and method of election of Trustees shall be as provided in the bylaws of the corporation, as the same may be amended from time to time.

Upon dissolution of the corporation, the assets and properties, both real and personal, of the corporation shall be distributed, or the assets sold and the proceeds distributed, for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets and properties not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for exempt purposes, or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for exempt purposes.

To the fullest extent permitted by the Georgia Nonprofit Corporation Code, as the same exists or may hereafter be amended, a Trustee of the corporation shall have no personal liability to the corporation for monetary damages for breach of his/her duty of care or other duty as a Trustee, provided that this provision shall not eliminate a Trustee's personal liability: (i) for any appropriation, in violation of his/her duties, of any business opportunity of the corporation; (ii) for acts or omissions which involve intentional misconduct or a knowing violation of law; (iii) for the types of liability set forth in Sections 14-3-860 through 14-3-864 of the Georgia Nonprofit Corporation Code; or

(iv) for any transaction from which the Trustee derived an improper personal benefit. The foregoing provision shall not eliminate the liability of a Trustee for any act or omission occurring prior to the date when these Articles of Incorporation became effective. Any repeal, amendment, or modification of the foregoing provision by the corporation shall not adversely affect any right, benefit, or protection of a Trustee of the corporation existing at the time of such repeal, amendment, or modification. This provision shall not be interpreted to limit the protections or immunities afforded to Trustees of the corporation under any other provision of Georgia law.

To the fullest extent permitted in Section 14-3-850, et seq., of the Georgia Nonprofit Corporation Code, and upon a determination made pursuant to Section 14-3-855 of the Georgia Nonprofit Corporation Code, a Trustee, officer, employee, or agent of the corporation who was or is a party, or who is threatened to be made a party, to a proceeding because such individual is or was a Trustee, officer, employee, or agent of the corporation, or is or was serving at the request of the corporation, as applicable, shall be fully indemnified from and against any and all claims and liabilities and for reasonable expenses incurred in connection with the proceeding. However, in no event, shall the provisions hereof allow indemnification in connection with a proceeding by or in the right of the corporation in which the Trustee, officer, employee, or agent was adjudged liable to the corporation or in connection with any other proceeding in which the Trustee, officer, employee, or agent was adjudged liable on the basis that a personal benefit was improperly received by such individual. Indemnification pursuant to this provision shall only be allowed if: (i) the Trustee, officer, employee, or agent acted in a manner(s) he believed in good faith to be in or not opposed to the best interest of the corporation; and (ii) in the case of any criminal proceeding, the Trustee, officer, employee, or agent had no reasonable cause to believe his/her conduct was unlawful. The corporation may pay for or reimburse the reasonable expenses incurred by a Trustee, officer, employee, or agent who is a party, or who is threatened to be made a party, to a proceeding in advance of final disposition of the proceeding if: (i) the individual furnishes the corporation a written affirmation of the individual's good faith belief that the individual has met the standard of conduct described hereinabove; and the individual furnishes the corporation a written undertaking executed personally or on the individual's behalf, to repay the advance if it is ultimately determined that the individual is not entitled to indemnification under the Georgia Nonprofit Corporation Code.

Sections 14-3-850 through 14-3-858 of the Georgia Nonprofit Corporation Code are hereby incorporated by reference into these Articles of Incorporation.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation on the date set forth below.

Signature(s):

Incorporator, Shonah Jefferson, Attorney-at-Law

Date:

01/29/2008

Savannah Technical College Foundation, Inc. Bylaws

Approved at the June 18, 2003 Meeting of the Board

Article I – Board of Trustees

Section 1. Management Vested in Board of Trustees and Executive Team.

The Board of Trustees of the Savannah Technical College Foundation, Inc., is a separate but affiliated Board for the purposes of raising funds to support Savannah Technical College, a unit of the Georgia Department of Technical and Adult Education. Designated Board members shall serve as liaison to the Board of Directors for Savannah Technical College as authorized by the Georgia Department of Technical and Adult Education.

All the property, affairs, activities, and business of the Foundation shall be held and conducted by its Board of Trustees (sometimes hereinafter referred to as the “Board”). Such Board shall be composed of not less than twelve (12) nor more than thirty-two (32) members. However, the Executive Committee composed of the Chairman, Vice Chairman, Secretary, Treasurer, and two other Board Members designated by the Board of Trustees, shall have the authority to conduct the affairs, activities, and business of the Foundation, from time to time.

Section 2. Election of Trustees.

Members of the Board of Trustees shall be selected by the initial Trustees designated in the Articles of Incorporation in the manner provided in Section 3 below, and all subsequent Trustees also shall be selected by the Board as provided in Section 3 below.

Section 3. Composition and Terms of Board of Trustees.

The Board shall consist of friends of the institution to include at least eight who are citizens or residents of Savannah-Chatham County, and two each who are citizens of Bryan, Effingham, and Liberty counties, with the balance coming from all areas. However, the Board, in its discretion, may waive the geographical requirement in furtherance of the goals of the Foundation. Beyond the initial Board, all subsequent Trustees shall be elected at-large for a term of three (3) years, consistent with the Articles of Incorporation of this Foundation.

Trustees shall serve for a three-year term, with a limit of two consecutive terms and until their successors are elected and qualified. A former trustee who has served two consecutive terms shall be eligible for reelection to the board one year after the end of the prior term on the board.

At any time that one half or more of the current membership is being appointed in the same year, the Nominating Committee shall assign staggered terms with one-third (1/3) serving for a period of three (3) years; one-third (1/3) serving for a period of two (2) years; and one-third (1/3) serving for a period of one (1) year. All subsequent terms will be for a period of three (3) years.

Section 4. Duties and Responsibilities of the Members of the Board of Trustees.

Members of the Board of Trustees shall participate in fundraising activities to include, but are not limited to: identifying donor prospects; participating and initiating calls on potential donors on behalf of the Foundation; generating and soliciting funds on behalf of the Foundation, and participation in Board development activities and volunteer training.

Section 5. Vacancies.

Any vacancies in Trustee membership that may occur on the Board of Trustees by reason of death, resignation, or otherwise, shall be filled by election of a new member to the Board for an unexpired term by the majority vote of the remaining members of the Board, within the eligibility provisions of Section 3 above. In matters of replacement, as in election slates, the Nominating Committee shall suggest a panel of at least one name with further nominations open from the whole Board prior to voting.

Section 6. Removal.

Any Trustee may be removed at any time for excessive absences or dereliction in office by the affirmative vote of a majority of the members of the Board of Trustees then in office.

Section 7. Resignation.

Any Trustee may resign by mailing written notice of such resignation to the Foundation's principal office or to the Chairman or Secretary, the same to become effective at the time stated therein.

Article II – Meetings of the Board of Trustees

Section 1. Regular Meetings.

The Board of Trustees shall meet five (5) times annually. The Executive Committee will meet as called by the Chairman or any two (2) members of the Executive Committee. The Board may establish the place, time, and date of said meetings, reserving the right to omit such meetings from time to time.

Section 2. Special Meetings.

Special meetings may be called by the Chairman, or a majority of the Trustees having voting rights for convening at the regular place of meeting. All required notices shall be previously transmitted and all business transacted at such meetings shall be valid.

In case of death, absence or disability, the Vice Chairman may call a special meeting.

Section 3. Annual Meeting.

The Board may establish the time and place of an annual meeting for the annual election of officers or such other business as it deems in the best interests of the Foundation.

Section 4. Quorum.

All resolutions adopted and all business transacted by the Board of Trustees shall require the affirmative vote of a majority of the Trustees present at the meeting.

Section 5. Notice.

Written notice of the time, place, and date of all meetings of the Board of Trustees shall be sent by the Foundation to each Trustee at least one (1) calendar week before the date of any proposed meeting of the Board, provided that a written waiver of notice by any Trustee entitled to such notice, whether given before or after the time stated for the meeting as to which such notice is waived, shall be deemed equivalent to due notice to such Trustee. Attendance by a Trustee at any meeting shall also constitute a waiver of all notice thereof.

Any meeting slated to deal with election of a Trustee shall be preceded by specific notice of same set forth to the Trustees.

Article III – Officers

The Officers of the Foundation shall consist of a Chairman, a Vice Chairman, a Secretary and A Treasurer. The Board shall have the power to create any additional

offices it deems advisable and to appoint members of the Board or other persons to fill such offices and to serve upon such terms and conditions as the Board may determine appropriate. The Officers of the Foundation shall be elected annually at the annual meeting or at a special meeting of the Board and unless removed earlier, shall serve in office for one year and until their successors shall be duly elected and qualified.

Any officer may be removed from office at any time, for excessive absences or dereliction of duty, by majority vote of the Board of Trustees. One person may hold no more than one (1) office.

Chairman. The Chairman shall call to order and preside at all meetings of the Board; shall call special meetings, when in his judgment such meetings may be necessary or when requested in writing to do so by a majority of the members of the Board of Trustees then in office; and shall represent the Foundation at all public meetings and functions.

Vice Chairman. The Vice Chairman shall perform the duties of the Chairman in the event of the absence or disability of the Chairman and such other duties as may be assigned him by the Board of Trustees. The Vice Chairman shall be the Chairman-elect.

Secretary. The Secretary shall record and preserve the minutes of the meetings of the Board of Trustees. He shall affix the Foundation's seal and attest such documents as may be required for transaction of the Foundation's business.

Treasurer. The Treasurer shall be responsible for financial oversight of all the funds of the Foundation. Jointly with the Chairman, he shall be responsible for the disbursement of funds in furtherance of the business of the Foundation. He shall report the status of all Foundation accounts at each regular and annual meeting and shall, in general, perform the duties incident to the office of Treasurer, including chairing the Finance Committee and such other duties as from time to time may be assigned by the Chairman or by the Board of Trustees.

Immediate Past Chair. The Immediate Past Chair shall serve as the Chair of the Nominating Committee and other such additional duties as may be assigned by the Board of Trustees, the Executive Committee, or the Chairman from time to time.

Article IV – Standing Committees

Executive Committee. The Executive Committee shall be composed of the Chairman, Vice Chairman, Secretary, Treasurer, and two other Board Members designated by the Board of Trustees. The Executive Committee shall, except as otherwise provided by law, have and exercise all the powers of the Board of Trustees during the intervals between the meetings of the Board, subject to any prior limitations as may from time to time be imposed on the Executive Committee by the Board of Trustees. The Executive

Committee shall fix its own rules of procedure. The Executive Committee shall keep a record of its proceedings, which shall from time to time be reported to the Board of Trustees.

Nominating Committee. The Immediate Past Chair will serve as the Chairman of the Nominating Committee. The Chairman shall designate the members of the Nominating Committee. In the event that the Immediate Past Chair is not available, the Chairman shall assume the role until a successor is appointed and qualified. The Nominating Committee shall consist of three Trustees and shall serve until their successors are elected and qualified. Membership to the Nominating Committee is open to all Trustees, except to the Chairman of the Board of Trustees.

Finance Committee. The Chairman shall designate the members of the Finance Committee provided that the Treasurer serves as the Chairman of the Finance Committee. The Finance Committee: a) develops and reviews fiscal procedures, plans, and annual budget with staff and other Board members; b) reports to the Board any financial irregularities, concerns, opportunities; c) recommends financial guidelines to the Board (such as to establish a reserve fund); d) designs financial reports and ensure that reports are accurate and timely; e) oversees short- and long- term investments, unless there is a separate investments committee; and f) advises appropriate staff on financial priorities and information systems, depending on committee member expertise.

Article V – Fiscal Provisions

Section 1. Fiscal Year.

The fiscal year of the Foundation shall be July 1 through June 30, in keeping with the State of Georgia and the Department of Technical and Adult Education.

Section 2. Deposit of Funds.

Funds of the Foundation shall be deposited with such bank or banks, and shall be subject to withdrawal on the signatures of such person or persons, as may be determined from time to time by the Board of Trustees.

Section 3. Withdrawal of Property.

Property of the Foundation deposited in any safe deposit box or held by any custodian shall be subject to withdrawal by such person or persons as may be determined by the Board of Trustees from time to time.

Section 4. Investments.

The Board of Trustees or its authorized designees shall have the power to make investments of the funds of the Foundation, and to change the same, and may

from time to time sell any part of the securities or other property of the Foundation or any rights or privileges that may accrue thereon.

Section 5. Transfer of Property.

Any person or persons designated by the Board of Trustees shall have the authority to execute such form of transfer or assignment as may be customary to constitute the transfer of stock or other property of the Foundation.

Section 6. Annual Audit.

The books and accounts of the Foundation shall be audited annually by independent auditors selected by the Board of Trustees. A copy of the report of said audit shall be delivered to the Board of Trustees.

Section 7. Application of Funds.

All funds collected or earned by the Foundation shall be used for and applied to such plans, programs, expenditures and undertakings as the Board of Trustees shall deem advisable, desirable or expedient to carry out the purposes of the Foundation as set forth in its Articles of Incorporation.

Section 8. Indemnification of Board Members and Officers.

Each Trustee and Officer of the Foundation now or hereafter serving as such, shall be indemnified by the Foundation against any and all claims and liabilities to which he has or shall become subject by reason of serving or having served as such Trustee or Officer, or by reason of any action alleged to have been taken, omitted, or neglected by him as such Trustee or Officer; and the Foundation shall reimburse each such person for all legal expenses reasonably incurred by him in connection with any such claim or liability, provided, however, that no such person shall be indemnified against, or be reimbursed for any expense incurred in connection with, any claim or liability arising out of his own willful misconduct or gross negligence.

Article VI – Procedure for Donations

Section 1. Procedure for Cash Donations.

A. Unrestricted.

A donor may give cash to the Foundation and specify that there are no restrictions placed upon its use. In such cases, the Trustees may use these unrestricted funds in any way they deem proper. The Trustees shall be notified of such a cash donation and the funds will be deposited by the Treasurer of the Foundation in accordance with proper accounting procedures.

B. Restricted.

A donor may offer to give cash and place restrictions on how the funds must be used. In such cases, the Trustees must vote on the acceptance or rejection of such funds and the accompanying restrictions. If the funds are accepted, they must be spent in accordance with any accompanying restrictions placed upon the funds by the donor. The funds would be deposited by the Treasurer of the Foundation in accordance with proper accounting procedures.

Section 2. Procedure for Non-Cash Donations.

A. Unrestricted.

A donor may offer to give the Foundation a non-cash contribution. The Trustees must vote on the acceptance or rejection of said contribution. If the contribution is accepted, the Trustees shall dispose of said item/items as they deem proper. Proper accounting and inventory procedures must be followed.

B. Restricted.

A donor may offer to give the Foundation a non-cash contribution and place restrictions on its use and disposition. The Trustees must vote on the acceptance or rejection of said contribution. If the contribution is accepted, then said item/items must be disposed of in accordance with any accompanying restrictions placed upon the gift by the donor. Proper accounting and inventory procedures must be followed.

Article VII – Compensation of Officers, Directors and Employees

Section 1. Compensation of Trustees and Officers.

No member of the Board of Trustees or Officer of the Foundation shall receive directly or indirectly any salary from the Foundation, but shall be entitled to reimbursement for any expenses reasonably incurred by him in attending meetings or other functions of the Foundation, or in carrying out the affairs of the Foundation.

Section 2. Compensation of Employees.

The Foundation may employ such full-time or part-time staff personnel as the Board of Trustees may from time to time determine, at such salaries as the Board may authorize.

Article VIII - Seal

The Board shall adopt a seal displaying the name of the Foundation with appropriate ornate inscription.

Article IX - Adoption and Amendments

These By-Laws, or any part thereof, may be adopted at any regular, special, or annual meeting of the Board of Trustees by majority vote of those attending. However, any amendment to the By-Laws shall require concurring vote of two-thirds of the members of the Board of Trustees attending.

Article X - Interpretation

Section 1. Articles of Incorporation Controls By-Laws.

All provisions of these By-Laws are subject to and regulated and controlled by the Articles of Incorporation of the Foundation, and the powers of the Trustees and Officers are subject to restrictions provided in said Articles of Incorporation.

Section 2. Control of Foundation Under Laws.

The Foundation shall be controlled and operated:

- (A) By applicable law of the State of Georgia;
- (B) By the Foundation's Articles of Incorporation; and
- (C) By these By-Laws.

If there should be any conflict among the foregoing, they shall take precedence in the order stated above.

Appendix E. By-Laws of SGTCA Governance

BYLAWS
OF
Effingham GATEWAY TO COLLEGE ACADEMY
BOARD OF DIRECTORS

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Effingham GATEWAY TO COLLEGE ACADEMY

BYLAWS

ARTICLE I STRUCTURE

Section 1.1. Structure. The Effingham Gateway to College Academy will operate as a nonprofit organization as a department or instrumentality of the State of Georgia due to its affiliation with Savannah Technical College, a unit of the Technical College System of Georgia.

Section 1.2. Purposes. The Effingham Gateway to College Academy will be organized and operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon: (a) to operate one or more public charter schools in the State of Georgia; (b) to exercise all rights and powers conferred by the laws of the State of Georgia upon nonprofit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of section 501(c)(3) of the Code, provided, the powers of the Board shall never be inconsistent with the purposes of the Academy stated above or the Constitution of the United States or the State of Georgia.

ARTICLE II OFFICES

Section 2.1. Principal Place of Business. The principal place of business and mailing address of the Academy shall be located at 5717 White Bluff Road, Savannah, GA 31405, in the County of Chatham. The Academy may have such other offices, either within or without the State of Georgia, as the Board of Directors may determine or as the affairs of the Academy may require from time to time.

ARTICLE III BOARD OF DIRECTORS

Section 3.1. Powers. The Board of Directors shall act as an advisory board to the Effingham Gateway to College Academy, making recommendations regarding academic and non-academic policies for the conduct of the Academy's affairs to the Director. Recommendations regarding the business, affairs and property of the Academy

shall be made by the Board of Directors. Final decisions are determined by federal and state laws, the policies of the Technical College System of Georgia, the policies of Savannah Technical College, the policies of the Department of Education, the policies of the Effingham County Public Schools and any partner organization which restricts use of funds by the Academy.

Section 3.2. Number and Qualifications. The number of Directors constituting the initial Board of Directors shall be eleven (11). Thereafter the number of Directors may be increased or decreased from time to time by amendment of these Bylaws in accordance with the provisions of Article VI, Section 6.4, provided that no decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director and provided further that the number of Directors shall never be less than one (1).

Section 3.3. Election and Term of Office. The initial Directors shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. Directors shall hold office for terms of one year and until their successors are elected and qualified, or until their earlier death, resignation or removal.

Section 3.4. Removal. Any or all of the Directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose.

Section 3.5. Resignation. Any Director may resign at any time by delivering written notice of his or her resignation to the Secretary or President of the Board of Directors. Such resignation shall become effective upon receipt thereof by the Secretary or President but the acceptance of such resignation shall not be necessary to make it effective.

Section 3.6. Vacancies. Any newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors by a majority of the Directors regardless of their number. Directors so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.7. Meetings. The Board of Directors are subject to Georgia's open meeting laws, GA CODE ANN. § 50-14-1 (2001), and all meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with the open meetings laws. The annual meeting of the Board shall be held in the month of January in each year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings of the Directors may be held at such time and place as shall from time to time be determined by the Board. Special meetings may be called at any time by the President or by the Secretary upon written request of one-third of all of the voting Directors.

Section 3.8. Notice of Meetings. In addition to any notice required under the open meetings laws, notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by personal delivery, facsimile, electronic mail, or regular mail, postage prepaid, at least 48 hours before the day on which the meeting is to be held; provided however, that notice of special meetings to discuss matters requiring prompt action may be given to him or her by telephone, confirmed in writing by facsimile, electronic mail, personal or overnight delivery, no less than 24 hours before the time at which such meeting is to be held. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.9. Quorum and Voting. Except as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board. All Directors present at a meeting in which a vote is conducted shall be eligible to vote, but the President shall only vote in the event of a tie.

Section 3.10. Action by the Board. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time, provided such meeting and notice thereof comply with the open meetings laws. Participation by such meeting shall constitute presence in person at such meeting.

Section 3.11. Committees. The Board of Directors, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other standing committees, each consisting of one or more Directors. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. The President shall appoint the chairperson of each committee. To the extent permitted by law, any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with the open meetings laws. Participation in a meeting by such means shall constitute presence in person at the meeting. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the board records. Such committees shall have all the powers delegated by the Board except that no committee shall have the power (a) to authorize distributions, (b) to elect, appoint or remove members from, or to fill vacancies on, the Board or any committee of the Board, (c) to fix the compensation of Directors for serving on the Board or any committee of the Board, (d) to amend or repeal these Bylaws or adopt any new Bylaws, (e) to adopt an agreement of merger or consolidation, (f) to approve or recommend the

sale, lease, or exchange of all or substantially all of the Academy's assets and property to the membership, or (g) to exercise other powers specifically denied the committee by resolution of the Board of Directors or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Directors.

Section 3.12. Compensation. Persons serving as Directors or members of a committee shall not receive any salary or compensation for their services as Directors or committee members.

ARTICLE IV OFFICERS

Section 4.1. Number. The officers of the Corporation shall be a President, Vice President, and Secretary, and such other officers, if any, as the Board of Directors may from time to time appoint. Any two or more offices may be held by the same person, provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2. Election and Term. All officers shall be elected by the Directors at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3. Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the President or Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board.

Section 4.4. Employees and Other Agents. The Board of Directors may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Directors may from time to time determine.

Section 4.5. President. The President shall preside at all meetings of the Board of Directors, and shall have general charge and supervision of the administration of the affairs and business of the Board. He or she shall have the power to sign alone in the name of the Board all documents authorized either generally or specifically by the Board of Directors, to execute and deliver other documents and instruments. The President shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

Section 4.6. Vice President. The Vice President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President. The Vice President may have such powers and perform such duties as may be delegated thereunto by the President or prescribed by the Board of Directors.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Directors and of any committees of which a secretary shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the Board; be custodian of the records; and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

ARTICLE V MISCELLANEOUS

Section 5.1. Contracts. One officer shall sign all contracts or agreements on behalf of the Board or Academy in an amount up to, and including, \$10,000.00. Two officers shall cosign all contracts on behalf of the Board or Academy in an amount over \$10,000.00.

Section 5.2. Indemnification. The Board may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate was a Director, officer, employee or agent of the Board, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

Section 5.3. Amendments. These Bylaws may be amended at any meeting of the Board of Directors by a vote of the majority of the entire Board of Directors.

ARTICLE VI CONFLICTS OF INTEREST

Section 6.1. Purpose. The purpose of the conflicts of interest policy is to protect the Board's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2. Definitions.

- (a) Interested Person. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family -

- (1) an ownership or investment interest in any entity with which the Board or Academy has a transaction or arrangement, or
- (2) a compensation arrangement with the Board or Academy or with any entity or individual with which the Board or Academy has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Board or Academy is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 6.3. Procedures

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists.
- (c) Procedures for Addressing the Conflict of Interest.
 - (1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - (2) The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (3) After exercising due diligence, the Board of Directors or committee shall determine whether the Board can obtain a

more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Board's best interest and for its own benefit and whether the transaction is fair and reasonable to the Board and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.4. Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

- (a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.
- (b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 6.5. Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Academy for services is precluded from voting on matters pertaining to that member's compensation.

Section 6.6. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

- (a) Receipt. Has received a copy of the conflicts of interest policy.
- (b) Read and Understands. Has read and understands the policy.
- (c) Agrees to Comply. Has agreed to comply with the policy.
- (d) Tax Exemption. Understands that the Board and Academy is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6.7. Periodic Reviews. To ensure that the Board operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Board may conduct periodic reviews.

**Process For Advertising Full Time Positions
Savannah Technical College**

- 1.) Obtain an Authorization to Advertise Position Form from Human Resources.
- 2.) Send original copy of the Authorization to Advertise Form signed by the President or his designee, a position announcement and a job description to Human Resources. In addition to sending the hard copy, please email a copy of position announcement and job description to Human Resources. A job description is not required if the job description is found on the DTAE website.
- 3.) The approved Authorization to Advertise Form must be submitted before noon on Wednesday to process the classified ad in the following Sunday's newspaper.
- 4.) Human Resources will date stamp each application that is received and will place the application in a pending folder.
- 5.) Within three business days after the best consideration date listed in the position announcement, Human Resources will forward three copies of the applications to the appropriate Vice President or his/her designee. If the interview committee consists of more than three people, the chairperson will be responsible for making additional copies. The interview committee should review each applicant and their qualifications compared to the requirements listed in the position announcement.
- 6.) After the applications are rated, the interview committee should select a minimum of the top three qualified applicants to interview. It is the responsibility of the chairperson of the interview committee to schedule the interviews with prospective candidates. The interview schedule must be submitted to Human Resources with the recommendation to hire.
- 7.) It is the responsibility of the chairperson to provide a list of appropriate questions to each interview committee member. All candidates must be asked the same initial questions. A list of the initial interview questions related to the interviews of the candidates must be submitted to Human Resources at the close of the interview process. Human Resources will provide a list of questions that should not be addressed in any interview to assist the committee. This will be included with the application packets provided to the committee.
- 8.) At the end of each interview, it is recommended that each candidate complete a security consent form and State Loyalty Oath. The signed security consent form for the recommended candidate must be sent to Human Resources prior to a recommendation for employment by the committee to the appropriate Vice President. Please allow three - five days for the background check to be completed.

- 9.) It is the responsibility of the Hiring Manager and Human Resources to verify that the recommended candidate has the proper education, licensing, or work experience advertised for the position.
- 10.) The Recommendation to Hire Form should be submitted to the appropriate Vice President and President. A copy of the recommendation to the Vice President must be submitted to Human Resources in the final position package. The President requests to meet with every candidate that would receive an annual contract within the first two weeks of their employment. The President requests to meet those non-contractual employees within the first week of their employment. The Hiring Manager is responsible for making an appointment for the President to meet the potential candidate for the position.
- 11.) Until the President approves the appointment, the potential candidate should not be made an offer of employment. If the potential candidate is currently employed at Savannah Technical College and is approved by the President, a mutual decision should be made between the President and the appropriate Vice President as to the effective date of employment for the employee to begin employment in the new position.
- 12.) Once the President approves the Recommendation to Hire Form, the completed position package with all the appropriate documentation listed in this memo must be submitted to Human Resources before a Letter of Offer will be generated for the prospective employee. This must be done so that Human Resources can appropriately inform applicants seeking information on the status of the positions advertised.
- 13.) If a candidate has concerns about benefits before accepting employment, please refer them to the Human Resources Office.
- 14.) When advertising for part time and temporary positions, please complete the authorization to advertise. The rest of this procedure is not required to fill part time and temporary positions.

Appendix G. Salary Schedule

**DEPARTMENT OF TECHNICAL AND ADULT EDUCATION
SALARY GUIDELINES
TEACHER
TEA (12
month)**

CONVERTED STEP	EFFECTIVE 01/01/07 Maximum Allowable Salary				SCHEDULE L	
	PS-1	PS-2	PS-4	PS-5	PS-6	PS-7
1	2304	2370	2437	2803	3169	3515
2	2371	2440	2508	2886	3262	3621
3	2442	2515	2585	2974	3360	3730
4	2517	2590	2663	3063	3459	3843
5	2592	2669	2742	3153	3565	3958
6	2670	2748	2825	3250	3669	4078
7	2749	2830	2908	3347	3780	4197
8	2831	2916	2995	3449	3895	4325
9	2918	3001	3087	3550	4012	4454
10	3005	3092	3178	3658	4132	4586
11	3094	3186	3274	3768	4255	4726
12	3188	3280	3373	3881	4386	4867
13	3284	3381	3475	3998	4516	5015
14	3382	3481	3578	4118	4651	5164
15	3483	3586	3687	4240	4790	5319
80	3588	3693	3797	4368	4933	5479
81	3694	3804	3911	4496	5085	5641
82	3807	3917	4030	4630	5236	5809
83	3921	4035	4148	4772	5390	5988
84	4079	4196	4316	4963	5611	6226
85	4201	4323	4445	5113	5776	6414
86	4393	4520	4649	5346	6041	6706
87	4524	4653	4785	5505	6222	6905
88	4659	4792	4929	5671	6410	7112
89	4798	4941	5078	5841	6599	7324
90	4943	5086	5231	6017	6796	7537
91	5092	5238	5386	6197	7002	7758
92	5245	5398	5550	6382	7212	7990

Department: Georgia Department of Technical and Adult Education

SALARY PLAN TABLE

Description:	Support Staff	Short Description:	Sup Plan
Plan Title:	Sup	Std Hours:	40
Effective:	01/01/2007	Std Hours / year	2080
Currency Code:	US Dollars		

SALARY GRADE TABLE

Salary Grade:	4	Short Description:	Grade 4
Description:	4	Annual Maximum:	196824
Annual Minimum:	86496	Monthly Maximum:	16402
Monthly Minimum:	7208	Hourly Maximum:	94.63
Hourly Minimum:	41.58		

SALARY STEP TABLE - Salary Grade 4

Step	Hourly	Monthly	Annual
1	41.58	7208	86496
2	41.99	7278	87336
3	42.40	7349	88188
4	42.80	7419	89028
5	43.22	7492	89904
6	43.65	7566	90792
7	44.08	7640	91680
8	44.51	7715	92580
9	44.94	7790	93480
10	45.38	7866	94392
11	45.82	7942	95304
12	46.27	8020	96240
13	46.72	8098	97176
14	47.19	8179	98148
15	47.64	8258	99096
16	48.10	8338	100056
17	48.58	8420	101040
18	49.05	8502	102024
19	49.53	8586	103032
20	50.02	8670	104040
21	50.51	8755	105060
22	51.01	8841	106092
23	51.50	8927	107124
24	52.01	9015	108180
25	52.52	9103	109236
26	53.04	9193	110316

27	53.56	9283	111396
28	54.08	9374	112488
29	54.61	9466	113592
30	55.15	9559	114708
31	55.69	9653	115836
32	56.24	9748	116976
33	56.79	9844	118128
34	57.35	9941	119292
35	57.91	10038	120456
36	58.48	10137	121644
37	59.06	10237	122844
38	59.64	10338	124056
39	60.22	10438	125256
40	60.81	10541	126492
41	61.41	10644	127728
42	62.02	10750	129000
43	62.63	10856	130272
44	63.25	10964	131568
45	63.87	11071	132852
46	64.50	11180	134160
47	65.13	11290	135480
48	65.77	11400	136800
49	66.42	11513	138156
50	67.07	11626	139512
51	67.74	11741	140892
52	68.41	11857	142284
53	69.08	11974	143688
54	69.76	12091	145092
55	70.45	12211	146532
56	71.13	12330	147960
57	71.84	12453	149436
58	72.55	12576	150912
59	73.27	12700	152400
60	73.99	12825	153900
61	74.72	12952	155424
62	75.46	13080	156960
63	76.21	13209	158508
64	76.96	13339	160068
65	77.72	13471	161652
66	78.49	13605	163260
67	79.26	13738	164856
68	80.05	13875	166500
69	80.84	14012	168144
70	81.63	14150	169800
71	82.44	14290	171480
72	83.26	14431	173172
73	84.09	14575	174900
74	84.91	14718	176616
75	85.75	14863	178356

76	86.60	15010	180120
77	87.46	15159	181908
78	88.32	15309	183708
79	89.20	15461	185532
80	90.08	15614	187368
81	90.96	15767	189204
82	91.87	15924	191088
83	92.78	16082	192984
84	93.70	16241	194892
85	94.63	16402	196824

Department: Georgia Department of Technical and Adult Education

SALARY PLAN TABLE

Description:	Support Staff	Short Description:	Sup Plan
Plan Title:	Sup	Std Hours:	40
Effective:	01/01/2007	Std Hours / year	2080
Currency Code:	US Dollars		

SALARY GRADE TABLE

Salary Grade:	3	Short Description:	Grade 3
Description:	3	Annual Maximum:	85656
Annual Minimum:	32664	Monthly Maximum:	7138
Monthly Minimum:	2722	Hourly Maximum:	41.18
Hourly Minimum:	15.70		

SALARY STEP TABLE - Salary Grade 3

Step	Hourly	Monthly	Annual
1	15.70	2722	32664
2	15.86	2749	32988
3	16.01	2775	33300
4	16.17	2803	33636
5	16.33	2830	33960
6	16.49	2859	34308
7	16.65	2886	34632
8	16.82	2915	34980
9	16.98	2944	35328
10	17.15	2972	35664
11	17.32	3002	36024
12	17.49	3031	36372

13	17.66	3061	36732
14	17.83	3091	37092
15	18.01	3121	37452
16	18.18	3151	37812
17	18.36	3183	38196
18	18.55	3215	38580
19	18.73	3246	38952
20	18.91	3278	39336
21	19.10	3310	39720
22	19.29	3343	40116
23	19.48	3376	40512
24	19.66	3408	40896
25	19.86	3442	41304
26	20.06	3477	41724
27	20.25	3510	42120
28	20.45	3545	42540
29	20.66	3581	42972
30	20.86	3616	43392
31	21.06	3651	43812
32	21.28	3688	44256
33	21.48	3723	44676
34	21.70	3761	45132
35	21.91	3798	45576
36	22.13	3836	46032
37	22.35	3874	46488
38	22.57	3912	46944
39	22.79	3950	47400
40	23.01	3989	47868
41	23.24	4029	48348
42	23.47	4068	48816
43	23.70	4108	49296
44	23.94	4149	49788
45	24.17	4190	50280
46	24.42	4233	50796
47	24.66	4274	51288
48	24.89	4315	51780
49	25.14	4358	52296
50	25.39	4401	52812
51	25.64	4445	53340
52	25.90	4490	53880
53	26.15	4533	54396
54	26.42	4579	54948
55	26.68	4624	55488
56	26.94	4670	56040
57	27.20	4715	56580
58	27.47	4762	57144
59	27.74	4809	57708
60	28.02	4857	58284
61	28.30	4905	58860

62	28.58	4954	59448
63	28.86	5003	60036
64	29.15	5052	60624
65	29.43	5102	61224
66	29.73	5153	61836
67	30.02	5204	62448
68	30.32	5256	63072
69	30.62	5308	63696
70	30.92	5360	64320
71	31.23	5414	64968
72	31.55	5468	65616
73	31.86	5522	66264
74	32.17	5576	66912
75	32.50	5633	67596
76	32.82	5688	68256
77	33.14	5744	68928
78	33.47	5801	69612
79	33.80	5858	70296
80	34.14	5918	71016
81	34.48	5976	71712
82	34.82	6035	72420
83	35.16	6095	73140
84	35.51	6155	73860
85	35.86	6216	74592
86	36.21	6277	75324
87	36.58	6341	76092
88	36.95	6404	76848
89	37.32	6468	77616
90	37.68	6531	78372
91	38.05	6596	79152
92	38.43	6662	79944
93	38.82	6728	80736
94	39.20	6794	81528
95	39.59	6862	82344
96	39.99	6932	83184
97	40.38	6999	83988
98	40.78	7068	84816
99	40.98	7103	85236
100	41.18	7138	85656

Department: Georgia Department of Technical and Adult Education

SALARY PLAN TABLE

Description:	DTAE Support Staff	Short Description:	Sup Plan
Plan Title:	Sup	Std Hours:	40
Effective:	01/01/07	Std Hours / year	2080
Currency Code:	US Dollars		

SALARY GRADE TABLE

Salary Grade:	2	Short Description:	Grade 2
Description:	2	Annual Maximum:	32352
Annual Minimum:	12972	Monthly Maximum:	2696
Monthly Minimum:	1081	Hourly Maximum:	15.55
Hourly Minimum:	6.24		

SALARY STEP TABLE - Salary Grade 2

Step	Hourly	Monthly	Annual
1	6.24	1081	12972
2	6.30	1092	13104
3	6.36	1102	13224
4	6.42	1113	13356
5	6.47	1122	13464
6	6.54	1133	13596
7	6.60	1144	13728
8	6.66	1154	13848
9	6.72	1165	13980
10	6.78	1176	14112
11	6.85	1187	14244
12	6.92	1199	14388
13	6.99	1211	14532
14	7.05	1222	14664
15	7.11	1233	14796
16	7.18	1245	14940
17	7.25	1257	15084
18	7.32	1269	15228
19	7.39	1281	15372
20	7.47	1294	15528
21	7.54	1307	15684
22	7.62	1320	15840
23	7.68	1332	15984
24	7.76	1345	16140
25	7.83	1358	16296
26	7.91	1371	16452

27	7.98	1383	16596
28	8.05	1396	16752
29	8.13	1410	16920
30	8.22	1424	17088
31	8.29	1437	17244
32	8.37	1451	17412
33	8.45	1465	17580
34	8.53	1479	17748
35	8.61	1492	17904
36	8.69	1506	18072
37	8.78	1522	18264
38	8.87	1537	18444
39	8.95	1552	18624
40	9.04	1567	18804
41	9.13	1582	18984
42	9.21	1596	19152
43	9.30	1612	19344
44	9.40	1629	19548
45	9.48	1644	19728
46	9.58	1660	19920
47	9.68	1678	20136
48	9.77	1693	20316
49	9.86	1709	20508
50	9.95	1725	20700
51	10.05	1742	20904
52	10.15	1759	21108
53	10.24	1775	21300
54	10.35	1794	21528
55	10.45	1811	21732
56	10.54	1827	21924
57	10.65	1846	22152
58	10.75	1863	22356
59	10.85	1881	22572
60	10.96	1900	22800
61	11.07	1918	23016
62	11.18	1938	23256
63	11.28	1955	23460
64	11.39	1974	23688
65	11.50	1994	23928
66	11.61	2013	24156
67	11.72	2032	24384
68	11.84	2053	24636
69	11.95	2072	24864
70	12.07	2092	25104
71	12.20	2114	25368
72	12.31	2134	25608
73	12.44	2156	25872
74	12.55	2176	26112
75	12.67	2196	26352

76	12.80	2219	26628
77	12.92	2240	26880
78	13.06	2263	27156
79	13.18	2285	27420
80	13.32	2308	27696
81	13.44	2329	27948
82	13.56	2351	28212
83	13.70	2375	28500
84	13.83	2398	28776
85	13.97	2422	29064
86	14.11	2445	29340
87	14.25	2470	29640
88	14.39	2494	29928
89	14.53	2518	30216
90	14.67	2543	30516
91	14.81	2567	30804
92	14.96	2593	31116
93	15.10	2618	31416
94	15.25	2644	31728
95	15.40	2669	32028
96	15.47	2682	32184
97	15.55	2696	32352

Appendix H. EGTCA Five Year Cash Flow Projections

A. Five Year Projected Budget

Savannah Gateway to College Academy

	Jan08- Jun08	Jul08- Jun09	Jul09- Jun10	Jul10- Jun11	Jul11- Jun12	Jul12- Jun13
REVENUE						
Grant PCC	70000	93484	31516	10000		
State FTE		314767	478090	593900	831460	965088
Charter	180000	120000	100000			
Hope		107868	214134	280350	319332	336420
Total Revenue	250000	636119	823740	884250	1150792	1301508
EXPENSES						
Personnel	154043	412630	544874	581165	607445	625668
Tuition/Material/Supplies						
Direct Student Costs						
Tuition		87264	173232	226800	258336	272160
Books		20200	40100	52500	59800	63000
Student Fees		19554	40902	53550	60996	64260
Subtotal		127018	254234	332850	379132	399420
Operating						
Supplies	2500	6000	5000	5200	5400	6000
Printing/Copying	3000	5000	3000	4000	4500	5500
Equipment		25000	3000	3000	3000	4500
Software						
Consultants		5000	5000			
Subtotal	5500	41000	16000	12200	12900	16000
Travel/Training						
In-District	3500	3000	3700	4000	4500	5000
Out-of-Dist.	18250	7000	8000	8000	8000	10000
Subtotal	21750	10000	11700	12000	12500	15000

Total Tuition/Material/Supplies	27250	203018	284934	360050	407532	434920
Total Revenue	250000	636119	823740	884250	1150792	1301508
Total Expenditures	181293	590648	826808	938215	1011977	1056088
Balance	68707	45471	-3068	-53965	138815	245420

Budget Narrative—Personnel costs for years one through five will pay the salary and benefits for two Resource Specialists, one Reading Instructor (.5 FTE), one Math Instructor (.5 FTE), one English Instructor (.5 FTE), one data analyst (.5 FTE), one administrative assistant (.5 FTE), and one Program Director. The program director will be responsible for the overall management and leadership of the program. The Reading, Math, and English instructors will be Highly Qualified instructors. The Resource Specialists will be responsible for recruitment, retention, and support of Gateway students. The Resource Specialists will also function as graduation coaches.

Student costs involve tuition, student fees, and books. These costs will be off-set by funding from the Hope Scholarship Program and, for students that don't qualify for Hope, by other funding sources (e.g., FTE).

Travel—Travel costs for the first year include extensive training provided by Portland Community College on implementation of the Gateway program. This training is for the personnel identified above so that they can effectively manage high school dropouts.

Revenue—There are four sources of revenue. The Portland Community College Grant is a four-year, \$325,000 grant to fund start up of the Gateway program in Chatham and Effingham counties. This grant will allow us to hire the Program Director and Resource Specialists early in 2008 so they can prepare for start-up of the program in Fall 2008. The Charter School implementation grant is a three year, \$400,000 grant which will be used to hire instructors and pay additional start-up costs. The two continuing funding sources are the pass-through dollars for the local school system and the tuition, fee, and book allowance dollars generated by the Hope Scholarship Program.

B. Income Timelines

There are four funding sources that will provide funding for the start-up of the Savannah Gateway to College Academy: 1) a grant (\$120,000) from Portland Community College to implement the Gateway to College model, 2) a \$400,000 charter school implementation grant, 3) state and local funding from the Effingham County Public Schools System, and, 4) HOPE Scholarship Program funding for tuition and books.

Students will be accepted beginning January, 2009. Hiring of Gateway to College personnel will occur in January, 2008 and extend through December, 2008. The table below indicates the anticipated flow of funding for the sources identified above.

**18-Months
Jan_08 thru Jun_09**

Funding Source	Receipt of Funds	Amount
Portland Community College	Jul-08	\$95,000
	Jul-09	\$ 25,000
Charter Implementation Grant	Nov-08	\$180,000
	Jul-09	\$120,000
Local FTE funding	May-09	\$ 52,000
	Nov-09	\$ 59,800
HOPE Program funds	Jan-09	\$ 10,260
	Apr-09	\$ 17,442
	Jul-09	\$ 6,669
	Oct-09	\$ 11,799
Total		\$577,970

C. Cash Flow Projections

Cash Flow Analysis for July, 2008 through December 2009

	Jul-08	Aug-08	Sep-08	Oct-08	Nov-08	Dec-08	Jan-09
Income							
Gateway	95000						
Charter					180000		
ECPS							
HOPE							10260
Total Income	95000	0	0	0	180000	0	10260
Expenses							

Personnel	7462	7462	7462	12397	12397	12397	18563
Supplies	2500	200	200	200	200	200	200
Travel	5000	100	100	100	100	5000	100
Misc	300	300	300	300	300	300	300
Total Expense	15262	8062	8062	12997	12997	17897	19163
Income-Expense	79738	-8062	-8062	-12997	167003	-17897	-8903
Balance	41520	33458	25396	12399	179402	161505	142342

	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Jul-09	Aug-09
Income							
Gateway						25000	
Charter						120000	
ECPS				52000			
HOPE			17442			6669	
Total Income	0	0	17442	52000	0	151669	0
Expenses							
Personnel	18563	18563	18563	18563	18563	44597	44597
Supplies	200	12000	200	200	200	7000	200
Travel	5000	100	100	100	100	125	125
Misc	300	300	300	300	300	300	300
Total Expense	24063	30963	19163	19163	19163	52022	45222
Income-Expense	-24063	-30963	-1721	32837	-19163	99647	-45222
Balance	118279	87316	85595	66432	47269	146916	101694

	Sep-09	Oct-09	Nov-09	Dec-09
Income				
Gateway				
Charter				
ECPS			59800	
HOPE		11799		
Total Income	0	11799	59800	0

Expenses

Personnel	44597	44597	44597	44597
Supplies	200	7000	200	200
Travel	125	125	125	5000
Misc	300	300	300	300
Total Expense	45222	52022	45222	50097
Income-Expense	-45222	-40223	14578	-50097
Balance	101694	61471	76049	25952

Appendix I. STC Business and Finance Policy

II. A. Financial Overview

Savannah Technical College shall be managed in accordance with sound financial management policies and practices and in accordance with all State and Federal financial rules and regulations.

The President is responsible for the overall financial management of the College and its activities.

The President shall routinely report on the College's overall financial status to the Local Board.

Cross-Reference: SBTAE Policy II. A.

Revised: August 1, 2005

OPR: VPADS



II. A. 1. a. Annual Budget Requests and Operating Budgets

The budget for the College shall be administered in accordance with Federal and State rules, regulations, and laws.

The President shall annually recommend the College's annual budget requests to DTAE for its approval.

The Vice President of Administrative Services shall distribute all budgetary instructions.

The Vice President of Administrative Services shall compile, monitor, and administer the College's budget.

Cross-Reference: SBTAE Policy II. A. 1. a.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. a. Accounting System

Savannah Technical College shall use an accounting system supported by the State of Georgia. The financial statements produced by the accounting system shall be the official financial records of Savannah Technical College. Entries into the accounting system may be summary level transactions that are supported by various subsidiary ledgers and reports.

Savannah Technical College shall process its accounting transactions in accordance with the State Auditor's rules and regulations and generally accepted accounting principles.

References

[The Accounting Procedures Manual for the State of Georgia](#)

Cross-Reference: SBTAE Policy II. A. 2. a.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. b. Contract Management

All contracts for all goods and services shall be approved by the President. Contracts for more than \$25,000 shall be approved by the State Board, except employment contracts.

Contracts for Savannah Technical College shall be routed through the Office of the President.

No contract in excess of \$250,000 shall be approved unless prior approval is obtained from the Governor's Office of Planning and Budget (OPB).

The Savannah Technical College President shall submit copies of all proposed contracts in excess of \$250,000 to the Office of Administrative Services for submission to the Governor's Office of Planning and Budget.

The Office of Administrative Services shall maintain a file of all contracts involving Savannah Technical College.

All contracts shall conform to DTAE's Purchasing Policy.

References

[Purchasing Policy](#)

Cross-Reference: SBTAE Policy II. A. 2. b.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. c. Payroll System

Savannah Technical College shall use the State of Georgia's HRMS System to process all payroll and HRMS related transactions. All individual payroll checks will be generated from this system.

Savannah Technical College shall process all payroll transactions to include the generation of individual payroll checks for College employees.

Cross-Reference: SBTAE Policy II. A. 2. c.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. d. Enterprise Funds

An enterprise fund is a fund used to account for revenues received for goods or services provided to the students or the general public on a continuing basis and primarily financed through user charges. Three criteria used to determine if an operation should be an enterprise fund include:

- 1) Generates revenues,
- 2) Provides services or goods to students or the community, and
- 3) Operates as a stand-alone entity.

Enterprise funds shall be considered as a source of revenue when developing annual budgets beginning in fiscal year 1988 in accordance with procedures developed by the Office of Administrative Services.

Enterprise funds shall not be used to supplant existing State or federal funding. Any revenues exceeding budgeted estimates shall be amended into the annual operating budget during the course of the fiscal year.

Funds remaining in these enterprise accounts at the end of each fiscal year may be put in reserve funds to finance enterprise operations including capital outlay projects, maintenance of buildings and equipment, purchase of new equipment, or support of enterprise operations which are not self-sustaining.

Enterprise funds shall be classified as proprietary fund types.

Enterprise funds include but are not limited to those created by revenues from:

- 1) Cafeterias (institutional or contracted),
- 2) Snackbars (institutional or contracted),
- 3) Bookstores,
- 4) Dormitories,
- 5) Faculty/Staff Housing,
- 6) Vending (institutional or contracted),
- 7) Student Transportation,
- 8) Game Room.

All enterprise funds shall be under the direct management, control, and supervision of the Savannah Technical College President.

Cross-Reference: SBTAE Policy II. A. 2. d.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. e. Checking Accounts for Special Projects

All checking accounts for the Central Office, including those for special projects, shall be established by the Office of Administrative Services.

Cross-Reference: SBTAE Policy II. A. 2. e.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. f. Audits

The State Auditor shall audit Savannah Technical College.

Cross-Reference: SBTAE Policy II. A. 2. f.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. g. i. Bank Accounts

Savannah Technical College shall follow the procedures established by the Office of Treasury and Fiscal Services when establishing all bank accounts including checking accounts for special projects. All funds shall be deposited in institutions approved by the [Office of Treasury and Fiscal Services](#).

References

[Office of Treasury and Fiscal Services](#)

Cross-Reference: SBTAE Policy II. A. 2. g. i.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. g. ii. Petty Cash Funds

Savannah Technical College may use petty cash accounts for purchases under \$500. Petty cash funds shall not be used for travel reimbursement or payment for personal services. Nor may an employee use petty cash funds for any personal purpose.

The Savannah Technical College President shall establish appropriate mechanisms for the proper use of petty cash funds and shall be responsible for the repayment of any unauthorized or inappropriate use.

Cross-Reference: SBTAE Policy II. A. 2. g. ii.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. g. iii. Georgia Sales and Use Tax

Georgia sales and use tax shall be collected and reported as required by the [Georgia Sales and Use Tax Laws and Regulations](#).

Savannah Technical College shall charge and collect sales and use tax where appropriate.

Savannah Technical College shall report taxes in accordance with Department of Audits accounting procedures.

References

Savannah Technical College shall direct specific questions to the Georgia Department of Revenue or a Regional Sales Tax Office.

[Georgia Sales and Use Tax Laws and Regulations, O.C.G.A. § 48-8-1 et seq.](#)

Cross-Reference: SBTAE Policy II. A. 2. g. iii.

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OPR: VPADS



II. A. 2. g. iv. Cooperative Nonprofit Organizations

Savannah Technical College may associate with non-profit foundations or cooperative organizations that are established for the exclusive purpose of supporting Savannah Technical College. Financial and operational arrangements between Savannah Technical College and its non-profit foundations must be consistent with state requirements for use of public resources. Such arrangements must be memorialized by a written Memorandum of Agreement approved by the DTAE.

References

[Reference to Department-Approved Memorandum of Agreement](#)

Cross-Reference: SBTAE Policy II. A. 2. g. iv.

Revised: August 1, 2005

OPR: VPADS



Memorandum of Agreement

Foundations

WITNESSETH:

WHEREAS, Savannah Technical College is a unit of the Georgia Department of Technical and Adult Education; and

WHEREAS, the Foundation has been formally designated as a cooperative organization by the President of the Technical College, who has determined it to be in the best interest of the Technical College to do so; and

WHEREAS, the Foundation has been created for the express purpose of serving the interests of the Technical College in carrying out its programs and activities including the solicitation, receipt and investment of gifts, donations and grants; and

WHEREAS, the Foundation is a legal entity separate from the Technical College.

NOW, THEREFORE, the Foundation and the Technical College do hereby agree as follows:

The Foundation is authorized by the Technical College to solicit gifts, donations, and grants for the purpose of supporting and enhancing Technical College programs.

Neither the Foundation nor the Technical College shall have any liability for the obligations, acts or omissions of the other party.

The Foundation shall not accept any gift, donation or grant which creates future liability for the Technical College, without advance written approval by the President.

The Foundation shall present evidence satisfactory to the President of insurance or self-insurance adequate in form and amount to cover

- foreseeable liability arising from activities undertaken for the benefit of the Technical College.
- The Technical College shall make available its facilities, programs and services to the Foundation subject to any applicable policies or procedures.
- The Foundation may receive various administrative services from the Technical College which may enable it to provide a greater level of support to the Technical College through its fund-raising and other activities.
- The Foundation shall present annually to the President the independent audit report of the Foundation. The audit report shall include financial statements, a management letter and an audit opinion which addresses the conformance of the operating procedures of the Foundation to the provisions of this agreement and the DTAE policy concerning cooperative organizations.
- The President of the Technical College or his or her designee shall serve as an ex-officio member of the Foundation.
- The Foundation shall be entitled to use the name, symbols and trademarks of Savannah Technical College.
- If the Foundation ceases to exist, or ceases to be a Foundation as defined by federal and state law, its board of trustees will dispose of the Foundation's assets, consistent with the Foundation's certificate of incorporation, its bylaws, state and federal laws and such restrictions as may have been imposed by donors.
- Upon termination of the relationship with Savannah Technical College, the Foundation shall be prohibited from using the name, symbols or trademarks of Savannah Technical College and shall transfer all records to the Technical College.
- The Foundation shall conduct its affairs in a manner which ensures compliance with the applicable sections of the Internal Revenue Code and state law.
- The Foundation shall use generally-accepted accounting principles in its financial record-keeping and reporting.
- The Foundation shall clearly and conspicuously disclose that funds or other items of value donated are to be provided to the Foundation as distinct from Savannah Technical College and shall establish a procedure to ensure that funds intended for deposit in Savannah Technical College accounts are properly deposited.
- The Foundation and Savannah Technical College shall make every reasonable effort to eliminate any potential conflict of interest by Savannah Technical College employees in Foundation operations and transactions and in the relationship between Savannah Technical College and Foundation.
- (Optional paragraph: The parties may add here any other provision necessary to clarify the relationship between the parties.)

This agreement may be terminated by either party upon 14 days written notice. This agreement may be amended from time to time at the request of either party.

In witness whereof, the President of Savannah Technical College and the Chairman of the Board of Trustees of the Foundation by their signatures do hereby put this agreement in force.

President Date

For: _____ (Technical College)

Chairperson Date

For: _____ (Cooperative Organization)

Revised: August 1, 2005

OPR: VPADS



II. A. 2. g. v. Instructional Live Work Projects

Certain occupational areas require specific skills or competency mastery that are best obtained or demonstrated in a laboratory environment with real items or projects. A laboratory environment introduces the "customer dimension" into personal service occupations such as cosmetology and provides real-world working conditions to such industrial and technical occupations as auto mechanics, auto body repair, welding, building construction and others.

Instructional Live Work Projects, when carefully managed and controlled, provide a needed dimension to laboratory learning for certain occupations as a planned and integrated component of the curriculum.

Examples of such activities include nursery schools operated by students as a practicum for child care courses; barber and beauty shops operated by students as an instructional component of their coursework; and house construction built by classes when learning construction techniques.

Appropriate procedures for the implementation of this policy will be developed by Savannah Technical College. The procedures shall include but need not be limited to:

- 1) A formalized project approval process.
- 2) Written agreement and signature for patrons/clients.
- 3) An outline for the local accounting procedures of funds involved.
- 4) A listing of approved clientele and the priority in which they may be served.

Permissible Projects

- 1) Instructional Live Work Projects may be conducted on or off school property to enhance learning and skill development as an integral part of an approved program curriculum.
- 2) Persons or organizations for whom Instructional Live Work Projects may be performed shall, in general, be a restricted and select group. Savannah Technical College shall make reasonable efforts to avoid direct competition with local private enterprise.

Financial Administration

- 1) Savannah Technical College must normally be fully reimbursed for all direct costs associated with the delivery of Instructional Live Work Projects. Savannah Technical College may generate a reasonable profit.
- 2) Savannah Technical Colleges shall determine the amount to be charged for each product or service provided.

- 3) All monies associated with Instructional Live Work Projects shall be subject to state fiscal and accounting policies but excess revenues may be carried forward to successive fiscal years.
- 4) Monies generated by instructional services project activities shall be classified as special revenue funds.
- 5) Monies generated by instructional services project activities shall be considered as a source of revenue when developing annual budgets.
- 6) Monies generated by instructional services project activities shall not be used to supplant existing state, federal, or local funding.
- 7) Instructional services project revenues exceeding budgeted estimates shall be amended into the annual operating budget during the course of the fiscal year.
- 8) Excess monies or "profits" generated by instructional services project activities shall be used only to enhance instructional programs.
- 9) Employees of Savannah Technical College shall be assigned to Instructional Live Work Projects within the scope of their employment and shall not receive extra compensation except as may be warranted by normal overtime or overload policies.
- 10) Tips or gratuities to students working on Instructional Live Work Projects, while not expected or encouraged, may be permitted at the discretion of the Savannah Technical College President depending, inter alia, on the nature of the service provided.

Liability, Defense and Indemnification

Although instructional service projects, as an integral part of the Department's academic curriculum, are governed by the State of Georgia's constitutional doctrine of sovereign immunity and its related statutes, Savannah Technical College shall take all necessary steps to ensure that its instructional service projects are managed in a way so as to minimize or eliminate the risk of harm to patrons, students and employees. Moreover, the Commissioner and the President of Savannah Technical College will take appropriate steps to legally protect the Department and the College from legal liability arising out of instructional service project activities. This may include requiring potential patrons and other recipients of instructional service project services to sign declarations of assumption of risk and waivers of liability.

Reference

This includes what was formerly Sales and Service of Educational Activities, 07-04-04

Cross-Reference: SBTA E Policy II. A. 2. g. v.

Revised: August 1, 2005

OPR: VPADS



II. A. 2. h. Personal Checks

Savannah Technical College may adopt a local policy concerning personal checks and how to handle bad checks, as long as the local policy is not substantially inconsistent with the following personal check procedures. If no local policy has been adopted, then the "Local Personal Check Policy" set forth in the accompanying procedures shall control.

References

[Procedure: Personal Checks](#)

Cross-Reference: SBTAE Policy II. A. 2. h.

Revised: August 1, 2005

OPR: VPADS



Procedure: Personal Checks

Personal checks shall be accepted with proper identification by the college for fees, tuition, services, books or class supplies. When a bank refuses to honor such a personal check, the college shall charge a service fee to the person who presented the check. This service fee may not exceed \$25 or 5% of the face value of the check, whichever is greater, plus the amount of any fee charged to the college by the bank.

Students shall be notified by mail of a dishonored check and given ten (10) days to satisfy this debt. If payment to the college in the form of cash, postal money order, or cashier's check is not made within ten (10) days, the college shall place an "administrative hold" on the student's accounts and records. Until the Vice President of Administration clears the "administrative hold", the student shall not be issued quarterly grade reports, transcripts, or any other student records, or allowed to register, graduate or receive college services. If the dishonored check was for tuition, the college may also administratively drop or withdraw the student from class(es).

Each technical college may adopt its own local policy concerning personal checks as long as the local policy does not conflict with this policy/procedure. If a college has not adopted a local policy, then this policy/procedure controls.

References

[Procedure: Returned Check](#)

[II. A. 2. h. Personal Checks](#)

[V. N. Personal Checks](#)

Revised: August 1, 2005

OPR: VPADS



Procedure: Returned Checks

1. All returned checks are given to the Vice-President of Administrative Services. They are stamped received and forwarded to the Accountant.
2. Each check is reviewed on our Student Information System to determine if the check is a Banner or NonBanner transaction. (Tuition, continuing ed, and registration fees are examples of Banner transactions. Application, bookstore and childcare payments are NonBanner transactions). If the student is currently enrolled, a copy of their schedule is printed by the Accountant. The returned check, bank summary, and copy of the student's class schedule are forwarded to the Accounts Receivable Technician's (ART) office for further processing. The student's address should be checked and if a different address is shown on our Student Information System, the Accountant will give this address to the ART.
3. If it was a Banner transaction, the return check is recorded on the student's account in Banner by the Accountant. If the student is not currently enrolled, then a business hold is placed on their account by the ART.
4. The ART will send certified letters (Exhibit A) with return receipt requested to notify each student. If the student had two addresses, one on the check and one on our database, the student will be sent two certified letters with return receipt requested to each address. If the student does clear the debt within the ten days, the ART will place a cash only notification on the student's account. If the returned receipt letter is returned to the ART and marked unclaimed. Count ten days from the date received at Savannah Tech before proceeding to step seven. If nothing is received back from the U. S. Post Office, a second letter is sent.
5. If the ten calendar (10) days have lapsed and the debt has not been paid, the ART initiates a withdrawal letter to all the instructors see (Exhibit B).
6. If the student is clearing a returned tuition check, the ART needs to see the student and process a Banner receipt for payment. If the return check was for a non Banner transaction, then the ART can process the return check with a handwritten receipt.
7. If a student does not clear the returned check after ten (10) days of being notified, the dishonored check, the warrant form, & the deposit account fraud (Exhibit C) are forwarded to the Administrative Coordinator and is sent to the appropriate Magistrate Court for collection and prosecution. The ART should identify all fees included in the returned check on the appropriate forms. Stop payments cannot be handled by the

Magistrate Court. Once a check is turned over to the Magistrate Court, no one at Savannah Tech should accept or deposit funds to clear the debt. It must be paid directly to the Court. It is during this step, the withdrawal of the student occurs.

8. The ART will update the Return Check Listing Report on a monthly basis as checks are cleared and/or turned over to the Court. The VPAS and the Administrative Coordinator should receive copies of this report each month. At the end of the month, each return check is recorded on a spreadsheet by the Accountant and a journal voucher is entered to the appropriate revenue accounts by the Accounting Supervisor.
9. All remote sites should keep the ART advised if they except payment on any check returned.

Revised: February 3, 2000

August 1, 2005

OPR: VPADS

Appendix J. Code of Conduct/Discipline Policy

STUDENT CODE OF CONDUCT

Alcoholic Beverages

Alcoholic beverages are not to be brought onto or used on the College premises or at other locations where authorized College activities are held. The sale or attempted sale of alcohol on the College premises or at any College-sponsored event is prohibited.

Illegal Drugs

The sale, attempted sale, use of, or possession of any illegal, dangerous, or controlled drugs on the College premises or at any College-sponsored event is prohibited. This does not include use or possession of medication prescribed by a physician.

Punishment

A federal drug conviction may result in the denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to one year for first offense, up to five years for second and subsequent offenses [21 USC sec.853]. Moreover, any person convicted of a federal drug offense punishable by more than one year in prison will forfeit personal and real property related to the violation, including homes, vehicles, boats, aircraft, or any other personal belongings [21 U.S.C. sec 853 (a) (2), 881 (a) (7) and 881 (a) (4)]. Further, persons convicted on federal charges of drug trafficking within 1,000 feet of Savannah Technical College may face penalties of prison terms and fines that are twice as high as the regular penalties for the offense, with a mandatory prison sentence of at least one year [921 U.S.C. sec. 845 (a).].

1. Students indicted for possession or sale of illegal drugs, alcohol, and/or other mind-altering substances will be suspended from school, forfeit all claim to financial aid, and may be requested to repay all previously received financial aid.
2. If a student is convicted (including a plea of nolo contendere) of committing certain felony offenses involving any criminal drug and/or alcohol statute of any jurisdiction, regardless of whether the alleged violations occurred at the College or elsewhere, the student will be suspended immediately and denied state and/or federal funds from the date of conviction.
3. The College shall notify the appropriate state/federal funding agency within ten (10) days after receiving notice of the conviction from the student or otherwise after receiving the actual notice of conviction.
4. Within thirty (30) days of notification of conviction, the College shall, with respect to any student so convicted, take additional appropriate action against such student up to and including expulsion, as it deems necessary.

Smoking

Smoking is allowed in designated areas only. This is due to state/federal smoking regulations and protection of persons covered within the Americans with Disabilities Act. Persons found smoking in areas other than the gazebo will be subject to disciplinary procedures as designated by the policies and procedures of Savannah Technical College.

Undesirable Conduct

- No person shall physically abuse, threaten, or intimidate any member of the faculty, staff, or student body or any official visitor to the College. Infringement of rights of others is defined to include, but not limited to the following:
 - Physical or verbal abuse inflicted upon another person;
 - Severe emotional distress inflicted upon another person;
 - Theft, destruction, damage or misuse of the private property of members of the College community, occurring on campus or off campus during any College approved activity; and
 - Sexual harassment.
- Theft, damage, or malicious destruction of property belonging to the College, visitors to the College, or any member of the College community is prohibited.
- No persons shall assemble on campus for the purpose of creating a riot or any disruptive or disorderly diversion, which interferes with normal educational processes and operations of the College. This rule shall not be construed so as to deny any student the right to peaceful assembly.
- Gambling on the campus is prohibited.
- No person shall interfere with, fail to cooperate with, or fail to make proper identification when requested to do so by properly identified administrators or staff in the performance of their duties.
- Unauthorized entry into or use/occupation of College facilities, which are locked, closed to student activities, otherwise restricted to use, or not reserved for use through the proper College authorities is prohibited.
- Falsification, alteration, fabrication, or misuse of College forms, documents, records, or identification cards is prohibited.
- The operation or promotion of student organizations not approved by the College administration is prohibited.
- The dissemination on campus of publications which do not bear the name of the originator or which are not created in accordance with College rules and regulations is prohibited.
- Students shall not bring food or drink into any area of the building other than the snack bar or other designated areas.
- Trash/waste receptacles are provided. Persons found littering on campus will be subject to disciplinary procedures as designated by the policies and procedures of Savannah Technical College.
- Areas have been set aside for socializing and interacting, and these activities are encouraged between students. However, hallways and areas adjacent to classrooms are not to be used for gathering and/or socializing due to the noise, which inevitably results. The primary function of Savannah Technical College is to provide knowledge and instruction. All persons entering the campus are expected to respect this mission, and will be asked to relocate should their activities prove to be a potential interference with ongoing classes.
- Students will exercise all safety precautions given by faculty regarding the use of supplies, tools, and equipment. Students are not to use any equipment except under the supervision of the faculty. It is desirable that no accidents occur, however the student shall report all incidents regardless of how minor, to the instructor immediately. Instructors will make an incident report to the Vice President of Administrative Services. All students shall help maintain safe working conditions or report any unsafe practices being conducted.
- Students must respect safety violations, including intentional false reporting of a fire or placing any explosive device on school property; tampering with fire-fighting equipment, safety devices, or other emergency or safety equipment; unauthorized sale, possession, furnishing, or use of any incendiary device or bomb.
- In the event that a student is convicted of a crime (including a plea of nolo contendere) the College shall notify the appropriate state/federal-funding agency within ten (10) days of receiving notice of the conviction from the student or otherwise after receiving the actual notice of conviction. Within thirty (30) days of notification of conviction, the College shall, with respect to any student so convicted, take additional appropriate action against such student up to and including expulsion, as it deems necessary.

Weapons

- Firearms, explosives, fireworks, or weapons of any kind are not to be brought onto the College premises or to any College-sponsored event.
- It is unlawful for an individual to bring to, possess, or have under such person's control, any explosive compound, firearm, or knife designed for the purpose of offense or defense while at a public gathering (O.C.G.A. 16-11-127). Having a license to carry a pistol is not considered justification under this policy.
- Also prohibited on technical college campuses, in stated-owned vehicles, or at technical college functions, are other dangerous weapons including straight razors, blackjacks, any knife having a blade of three inches or more, bowie knife, switchblade knife, throwing knife, metal knuckles, spring sticks, any flailing instrument with two or more rigid parts hinged such that one or more parts can swing freely, nunchucks, fighting chains, any disk having two or more points or blades which is designed to be thrown or propelled, or other objects that may reasonably pose a danger to the health and safety of students, instructors, or any individuals.
- This policy exempts law enforcement officers, judges, magistrates, solicitors, district attorneys, prosecuting attorneys, and employees of the Department of Corrections, or employees of local or federal correctional facilities who are authorized to carry a firearm. Also exempt are persons employed as campus police or security officers who are authorized to carry a weapon in accordance with Chapter 8, Title 20, and private detectives/security agents who hold firearms permits issued by the Georgia Board of Private Detectives and Security Agencies. Also exempt is any legal weapon carried in a locked container, locked compartment or locked gun rack in a privately owned vehicle.
- According to the Official Code of Georgia (O.C.G.A 16-11-106), violation of this law can result in the following punishment: A fine of not more than \$10,000; Imprisonment for not less than two (2) nor more than ten (10) years, or both. A juvenile who violates this shall be subject to the provision of O.C.G.A. 15-11-37.

Academic Misconduct

Students shall not attempt to defraud, deceive or mislead an instructor in arriving at an honest grade assessment. Initial violation of this policy may result in a lowered grade. All forms of academic dishonesty including but are not limited to, cheating on tests, plagiarism, collusion, and falsification of information will call for discipline.

Cheating on a test is defined to include the following:

- Copying from another student's test paper;
- Using material during a test that is not authorized by the person giving the test;
- Collaborating with any person during a test without permission;
- Knowingly obtaining, using, buying, selling, transporting or soliciting in whole or in part the contents of a test;
- Bribing any other person to obtain tests or information about tests;
- Substituting for another student or permitting any person to substitute for oneself;
- "Plagiarism" is defined as the appropriation of any other person's work offered for credit;
- "Collusion" is defined as the unauthorized collaboration with any other person in preparing work offered for credit.

Disciplinary procedures for academic misconduct/dishonesty:

First Offense: Student is assigned a grade of "0" for the test or assignment. Instructor maintains record in course/program files and notes as first offense. Student's program advisor will also be notified.

Second Offense: Student is assigned a grade of "WF" for the course in which offense occurs. Instructor submits student's name to the Office of Student Services indicating a "WF" has been issued as a result of second offense. Student's program advisor will also be notified.

Third Offense: Student is assigned a grade of "WF" for the course in which the offense occurs. Instructor submits student's name to the Office of Student Services indicating a "WF" has been issued and is student's third offense. The Office of Student Services records it as third offense and notifies student of suspension from school for a specified period of time.

Procedures for Nonacademic Misconduct

These procedures are established in recognition of the need for due process in citing, examining, and resolving alleged violations of the Student Code of Conduct.

It is the responsibility of all Savannah Technical College personnel to maintain an atmosphere conducive to learning. No student will be allowed to prevent other students from having this privilege. Any behavior that reflects adversely upon Savannah Technical College, its personnel or students, makes the individual involved liable for disciplinary action.

Resolution and Appeal Procedures

Classroom Disruption

Faculty members may exercise control over a class, which is usually associated with maintaining discipline and a good learning environment in a class setting. The faculty member should act immediately when an alleged violation of the Student Conduct Regulation has been identified. The faculty member will make informal efforts to resolve any alleged violation that, in their professional judgment, is of a minor nature. The goal in informal efforts is to call the alleged violation to the attention of the student and to have the student stop such infractions. If the faculty member and the student are not able to resolve the situation, the matter should be referred to the Vice President of Student Success.

Suspension or Expulsion

When an act of misconduct threatens the health or well being of any member of the academic community or seriously disrupts the function and good order of the college, an administrative officer may suspend a student immediately.

The administrator who suspense a student on an immediate basis must file an incident and action report. This report must be submitted within one working day to the Vice President of Student Success. Two working days, after receiving report, an investigation is conducted by the Vice President of Student Success and a conference arranged to inform the student of the decision to uphold or dismiss the suspension or expulsion. The student is notified verbally and in writing of the decision and instructed on the appeal process. The student may appeal the decision of the Vice President in writing and request a committee hearing. Within three working days of written notification of appeal, the Vice President of Student Success convenes the Hearing Committee. The decision of the Hearing Committee is final. If the Hearing Committee decides to re-instatement, the student is responsible for making up any incomplete course work.

Student Complaints

Non-academic student complaints are submitted in writing to the Office of the Vice President of Student Success. Within two working days, the Vice President of Student Success conducts an investigation of the complaint and if the nature of the complaint warrants, it is directed to the appropriate office of the college and administrator. If the complaint does fall under the auspices of the Vice President of Student Success, a conference is held to inform the student of the decision. If the student is dissatisfied with the decision of the Vice President, the student may request in writing a review of the complaint by the Hearing Committee. The Hearing Committee convenes within three working days of written notification from the student. The decision of the Hearing Committee is final.

All administrators, faculty, and staff would respect the confidential nature of the disciplinary procedures. All complaints would be discussed with others only on a "need to know" basis.

Resolution of Grievances

Savannah Technical College does not discriminate because of sex, race, color, ethnic or national origin, religion, age, or disability in admissions, employment or in access to its educational programs and/or activities.

Any student or employee who has a discrimination complaint concerning sexual, racial, disability or other harassments should address all correspondence to:

Savannah Campus:
Savannah Technical College
5717 White Bluff Road
Savannah, GA 31405-5521

Liberty Campus:
Savannah Technical College
100 Technology Drive
Hinesville, GA 31313

Overseer Civil Rights Coordinator	Dwight Sheesley	(912) 443-5486
Title VI (Discrimination)	Dwight Sheesley	(912) 443-5486
Title IX (Equity)	Dwight Sheesley	(912) 443-5486

Savannah Campus		
Section 504/ADA (Disability) for Employees	Dwight Sheesley	(912) 443-5486
Section 504/ADA (Disability) for Students	Harriette Brown	(912) 443-5717

Liberty Campus		
Section 504/ADA (Disability) for Students	Shana Moss	(912) 408-3024

Grievance Policy

Savannah Technical College is in compliance with the rules and regulations for the administration of Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Title II of the Amendments of 1976; Public Law 83-318, as amended by Section 3 of Public Law 93-568; and Title VI, Section 504 of the Rehabilitation Act of 1973 and Public Law 101-336, and The Americans with Disabilities Act of 1990.

In accordance with the rules and regulations cited above, Savannah Technical College does not discriminate in its educational programs, activities, or employment policies on the basis of age, race, color, national origin, creed, religion, sex, marital status, disability, academic, or economic disadvantage.

Grievance Procedures

Student complaints concerning sexual, racial, disability or other harassments are filed and addressed according to established policies and procedures. Any student who alleges a policy violation notifies the appropriate Coordinator within seven (7) workdays following the alleged incident. The written complaint contains a brief description of the alleged violation and the relief requested. If the complaint is oral, the Coordinator prepares a written record of the complaint and asks the Complainant to sign the statement, indicating that it accurately reflects the essentials of the complaint.

Within ten (10) workdays following the filing of a complaint, the Coordinator conducts an investigation. This investigation may include a review of any and all documentation involved in the claim, interviews and/or sworn statements from all individuals involved. The Coordinator reviews the evidence gathered during the investigation and makes a written report presenting findings of fact, conclusions of law and recommendations as to any disciplinary action to be taken, if necessary. The report is submitted to the President of the college to evaluate all evidence and to make a decision regarding a resolution. This decision is made in writing and copies given to the Complainant and the alleged offender. The decision includes a statement of the right to appeal the decision to the Commissioner of the Department of Technical and Adult Education. A total time period from the receipt of complaint to the President's or DTAE representative's decision should not exceed thirty (30) days.

An appeal of the President's decision may be submitted in writing to the Commissioner of the Department of Technical and Adult Education, to include the reasons for the appeal and stating what relief is requested. The appeal to the Commissioner is submitted within fifteen (15) working days after receipt of the decision from the President.

The Commissioner may elect to hear the appeal or appoint an administrative hearing officer to hear the appeal and make appropriate recommendations. No new or additional evidence will be acceptable for purposes of this appeal. The Commissioner will issue a decision within fifteen (15) calendar days following the hearing of the appeal. The decision will be final.

If at any time a student or employee does not feel comfortable submitting a complaint to the Coordinator or other involved individual, the Complainant may submit the complaint to the next level of authority.

Policies and Procedures for Public Complaints

Savannah Technical College believes that it is in the best interest of the College that general public complaints concerning the construction or administration of policies, standards or procedures of the College be resolved at the administrative staff level. If resolution is not possible at this level, the following process is recommended.

First Level Complaint

General public complainant may make an oral or written complaint to any administrative staff member. The administrative staff member will try to resolve the complaint. If the person making the complaint is not satisfied with the decision of the administrative staff member or that person's supervisor, a formal written complaint may be filed.

Formal Written Complaint

If a complainant is not satisfied with the outcome at the First Level, the complainant may file a formal written complaint using the following process:

1. The complainant obtains a complaint form from the president's secretary.
2. The complainant will complete the form and return it to the president's secretary.

3. The president's secretary will:
 - Assign a complaint number;
 - Enter the information into a complaint log;
 - Prepare a case folder; and
 - Forward the complaint to the president or designee.
4. The president will formulate a review committee that will be selected randomly from a qualified pool. None of the committee members shall be involved in the complaint.
5. The president will inform the secretary of the persons to serve on the review committee.
6. The secretary will then forward the case file to the members of the review committee.
7. The review committee will gather information by interviewing the complainant and any witnesses, if appropriate, and determining if the case can be resolved without a hearing. If the matter is not resolved, the review committee will schedule a hearing on the complaint and render a decision.

Appeal Process

If the complainant is not satisfied with the decision of the review committee, he/she may ask the President to review the decision.

A final appeal may be submitted in writing to the Commissioner of the Department of Technical and Adult Education, indicating the reasons for the appeal. The appeal to the Commissioner must be submitted within five (5) working days after receipt of the decision from the President.



II. D. Risk Management

1. Emergency Operations and Safety Plan

The intent of this policy is: (1) to provide a safe educational environment for students and a safe working environment for faculty and other staff; (2) to provide a planned and coordinated response to certain acts and occurrences through the use of a Savannah Technical College Emergency Operations and Safety Plan; and (3) to establish procedures for plan development and implementation.

Savannah Technical College shall develop and implement a Savannah Technical College Emergency Operations and Safety Plan to address preparedness for acts of violence, acts of terrorism, accidents, hazardous materials and natural disasters.

Savannah Technical College should involve students, employees and representatives of local law enforcement, fire services, emergency medical services, hospitals and emergency management in the planning and development of the College Emergency Operations and Safety Plan. [O.C.G.A. §20-2-1185](#), School Safety, mandates such local involvement in emergency plans developed by elementary and secondary schools and the College is encouraged to participate with their local communities in the development of their plan.

Effective, September 1, 2000, Savannah Technical College shall have a Technical College Emergency Operations and Safety Plan in place to cover operations at both primary campus and satellite locations as well as off-campus centers.

The Savannah Technical College Safety Plan shall also address security issues in school safety zones as designated in paragraph (1) of subsection (a) of [O.C.G.A. §16-11-127.1](#), Weapons on Campus.

A copy of the Plan shall be submitted to DTAE for review.

The Plan shall be reviewed and updated annually by Savannah Technical College. The review and update shall occur by September 1 each year.

Savannah Technical College, in consultation with the Georgia Emergency Management Agency, shall develop procedures for the implementation of this policy.

References

[O.C.G.A. §16-11-127.1](#)

[O.C.G.A. §20-2-1185](#)

Cross-Reference: SBTAE Policy II. D. 1.

Revised: August 1, 2005

OPR: VPADS

Emergency



Procedures Manual

In the Event of Fire

Attempting to fight a fire without the proper knowledge can turn a relatively hazardous situation into a tragic incident. Using the wrong fire extinguisher, for example, may actually spread and fuel a fire. Likewise, attempting to assess the seriousness of a fire without a particular level of expertise may end in tragic results. Unless your level of expertise in fighting and assessing fires rises beyond the basic, the following procedures will be adhered to.

A. UPON DETECTION OF FIRE, FLAME, OR SMOKE

- Immediately notify the other occupants of your work area or classroom to evacuate to the nearest safe area;
- Evacuate the area;
- Go IMMEDIATELY to the nearest fire alarm, activate it. Never assume someone else will do so;
- Notify the Public Safety Officer (PSO) by dialing 655-7028, advise them of the situation and ask that security personnel be directed to the area of the fire;
- Return to the nearest safe area and keep students and other staff away from the area of the fire;
- If possible, try to contain the fire to the area. Be sure you use the nearest extinguisher for the fire, if you are trained in its usage;
- If the fire is too large to contain, do not take any chances;
- Evacuate the building immediately by following fire drill procedures. Be sure to close all doors and windows in the area of the fire. Leave building.
- Upon answer by emergency authorities, advise them of YOUR NAME, and the location of the fire:

SAVANNAH TECHNICAL COLLEGE
5717 WHITE BLUFF ROAD
SAVANNAH, GA
BUILDING LOCATION
ROOM/OFFICE #

- After notifying security, the front desk will notify the Director of Facilities and Public Safety:
 - (912) 443-5796
 - Cell 912-655-7037

B. WHEN THE ALARM SOUNDS

- Close all the windows in labs and classrooms;
- Turn off all power to machines and equipment;
- Turn off all lights (except emergency lighting and exit lights);
- The last person out should close all doors in the lab or classroom;
- Follow the posted escape route to the nearest exit. If the instructor feels it is helpful, the escape route should be removed from the wall and used as a map;
- Once you are outside, go to the area designated by your map;

- Remain outside until you have been given the all-clear signal by your Supervisor or security;
- Remember, while evacuating the building, there should be no running, pushing, smoking, or loud talking. Move as quickly and orderly as you can;
- Instructors should be sure everyone is accounted for.

The difference between reacting with certainty and assuredness in the event of a fire depends upon your knowledge of the location of exits, fire alarms, and telephones. You have an obligation to the students, faculty, and staff of STC, as well as to yourself, to be familiar with these items and this procedure.

bomb threat

The term “bomb scare” has come to be normally used when referring to someone communicating that a bomb has been left in a particular location. The word “scare,” coupled with the statistical likelihood that the bomb doesn’t actually exist has served to inflict upon the public an attitude of skepticism toward such occurrences, a skepticism that is not always warranted. An interesting paradox to this mentality is the fact that a U.S. citizen has but to watch the national news to know that domestic terrorism — including several bombings — has risen by an alarming rate in recent years.

“Law enforcement agencies are charged with providing protection for life and property, but law enforcement alone cannot be held responsible. Every citizen must do his or her part to ensure a safe environment...If there is one point that cannot be overemphasized, it is the value of being prepared,” (Bomb and Physical Security Planning, a pamphlet published by the Bureau of Alcohol, Tobacco, and Firearms). In an effort to neutralize any attitude of unwarranted

skepticism toward such occurrences, the term “bomb threat” will be used in this manual, because that is what the occurrence is: a threat toward the continued existence of life, health, and property. The fact that the terrorist — and that is what any person who uses fear to gain any desired result is — chooses not to follow through on that threat by planting an actual explosive does not lessen the fact that the threat has occurred. Threats must be taken seriously.

Responding to Bomb Threats

The following procedures are taken directly from the Bureau of Alcohol, Tobacco, and Firearms manual referred to above. Bomb threat checklists are included as Appendix B of this manual and can be obtained from the Public Safety and Facilities Department of Savannah Technical College. One should be placed next to the telephone of every employee in the institution.

Telephone Threats

- It is always desirable that more than one person listens in on the call. To do this, a covert signaling system should be implemented, perhaps by using hand signals or a quickly scribbled note on a post-it pad.
- A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or deaths. If told that the building is occupied or cannot be evacuated in time, the bomber may be willing to give more specific information on the bomb’s location, component, or method of initiation.
- The bomb threat caller is the best source of information about the bomb. When a bomb threat is called in, keep the caller on the line as long as possible.
- Ask him/her to repeat the message. Record every word spoken by the person.

- If the caller does not indicate the location of the bomb or the time of possible detonation, ask him/her for this information.
- Inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, and any other noise that may give a clue as to the location of the caller.
- Listen closely to the voice (male, female), voice quality (calm, excited), accents, and speech impediments.
- When the caller hangs up, report the information immediately to the Public Safety Department at 655-7028.
- Proceed immediately with the Bomb Incident Plan as outlined below.

Bomb Incident Plan

- Upon notification of a bomb threat, the Director of Facilities and Public Safety will be notified and immediately discuss the situation with the president or his designee.
- The president, or his designee, will make a decision, based upon his/her knowledge of the circumstances surrounding the bomb threat to notify or not notify the appropriate Police Department (911) and/or the appropriate Fire Department (911) having jurisdiction.
- The president, or his designee, will then make a decision, based upon his/her knowledge of the circumstances surrounding the bomb threat to evacuate the area the bomb is located in, evacuate the entire institution, or delay evacuation until the threat is confirmed or disproved.
- The designated maintenance personnel will cut off all electricity, gas, and fuel lines at main switch or valve.
- If the president, or his designee, orders an evacuation, it shall proceed according to the evacuation routes posted.
- Everyone should evacuate at least 500 feet from the building.
- Instructors should be sure everyone is accounted for.
- Remain at your outside location until you have been given the all clear by your Supervisor or security.

Written Threat

Save all materials, including any envelope or container, HOWEVER, once the message is recognized as a bomb threat, further unnecessary handling should be avoided. Every effort must be made to preserve evidence, such as

fingerprints, handwriting or typewriting paper, and postal marks. While letters threatening such actions are often ignored, we must note that UNABOMBER Theodore Kaczynski and convicted killer LeRoy Moody used letters threatening death by explosive devices before ever actually mailing a bomb to anyone.

In The Event Of An Injury
Responsibility of Employee Discovering Injury:

Any employee witnessing or discovering an injury of any person – student or employee – who has been injured on STC premises, should adhere to the following procedures.

- Immediately notify the Public Safety Department by dialing 655-7028.
- Give the immediate location of the injured party or the location where security can meet the injured party.
- Provide a brief synopsis of the injury that has occurred.
- Advise the receptionist/Operations Clerk to call for EMS if their services are needed.
- For injuries requiring immediate First Aid, apply *only* First Aid. Injuries/illnesses requiring knowledge beyond that of remedial First Aid should be performed only by personnel certified to do so. First Aid kits are located in the following locations:
 - Auditorium Goodman Hall, Room 1129
 - Automotive – Paint & Body Lab – Automotive Technology Center, Room 125
 - Automotive Repair Lab – Automotive Technology Center, Room 124
 - Business Area adjacent to Room 182 Admin. Bldg.
 - Campus Shop Admin. Annex, Room 415A
 - Child-Development Lab Goodman Hall, Room 1125D, 1125H, 1125M, 1125Q
 - Cosmetology Lab Goodman Hall, Room 1108A
 - Culinary Arts Lab Goodman Hall, Room 1142
 - Dental Instruction Lab Goodman Hall, Room 2106O
 - Electrical Instruction Lab Industrial Technology Center, Room 106
 - Heating/Air Conditioning Instruction Lab Industrial Center, Room 111
 - Library Room 516
 - Mobile Classrooms (T2-T11)
 - Nursing Lab Goodman Hall, Room 2112, 2112H, and 2112F

- Paramedic EMT Goodman Hall, Room 2109 & 2111
- Savannah Room Goodman Hall, Room 2137
- Shipping/Receiving Area Goodman Hall, Room 1136
- Student Services Reception Desk/Lobby – Admin. Bldg., Room 103
- Welding Lab Industrial Technology Center, Room 108

Remain with the injured person until security arrives. Do not send the injured person to another area without providing an employee escort; an employee should remain with him/her until security and/or medical authorities arrive.

After verifying that the injured person is receiving proper medical attention, complete an Incident/Accident/Injury Report, being sure to provide detailed information regarding the injury. If the injured person refuses medical attention, this should also be noted.

NOTE: If an injury should occur on any of the properties of Savannah Technical College, an Incident/Accident/Injury Report must be completed for documentation purposes and liability protection, even if the injured person refuses any type of medical attention. An online form is available on the network server at \\STI_WEBMASTER\OPERATIONS\Forms\Accident and Injury Report Form - Online.doc. Return form to the Director of Facilities and Public Safety. A printed form is available at <k:\Forms\Incident-Accident-Injury Report Form.doc> and also included in this manual as Appendix A. First Aid kits are examined and replenished on an ongoing basis.

The ***Emergency Airborne & Bloodborne Pathogens Manual/Kits*** is located in the following areas:

- Automotive – Paint & Body Lab -Automotive Technology Center, Room 125
- Automotive Repair Lab – Automotive Technology Center, Room 124
- Campus Shop – Admin. Annex Room 415A
- Child-Development Lab – Goodman Hall, Rooms 1125D, 1125H, 1125M, 1125Q
- Cosmetology Lab – Goodman Hall, Room 1108A

- Culinary Arts Lab – Goodman Hall, Room 1142
- Dental Instruction Lab – Goodman Hall, Room 2106O
- Electrical Instruction Lab – Industrial Technology Center, Room 106
- Heating/Air Conditioning Instruction Lab – Industrial Technology Center, Room 111
- Library – Room 516
- Nursing Lab – Goodman Hall, Room 2112, 2112H, and 2112F
- Operations Lobby – Goodman Hall, Room 1134
- Paramedic EMT Goodman Hall, Room 2109 & 2111
- Shipping/Receiving Area – Goodman Hall, Room 1132
- Student Services Reception Desk/Lobby – Admin. Bldg., Room 103
- Welding Lab – Industrial Technology Center, Room 108

NUCLEAR EMERGENCY

- A nuclear emergency may be received by various means but will usually be notified by radio or telephone.
- The recipient of the nuclear emergency information will notify the president (912) 443-5796 and the Director of Facilities (ext. 5796/655-7037). If the Director of Facilities and Public Safety cannot be reached, call 655-7028 immediately.
- The Director of Facilities and/or his Public Safety Designee will confer with the president by telephone.
- If there is not sufficient time to send students home, instructors will instruct students to:
 - A. Use tornado plan for shelter.
 - B. Do not look at the blast.
 - C. Lie prone on the floor.
 - D. Take shelter under heavy pieces of furniture.
- There are approved fallout shelter areas in Chatham County.

EMERGENCY ELEVATOR RESCUE PROCEDURE

In the event of electrical power loss or mechanical malfunction and people are stuck on the elevator, the following procedure will be followed:

1. Notify the Public Safety Department at 655-7028.
2. The Public Safety Department will immediately notify Maintenance (912) 443-5793. Maintenance personnel will be notified by radio and will implement the following procedures.
3. Allow the emergency lowering device to lower the elevator car to the first floor.
4. Retrieve elevator door key from the large key box located on the wall.
5. If the elevator is at the ground level, insert the key in the small hole in the upper right of the elevator door. Once the flat swivel section of the key falls into the groove, twist the shaft until you feel the latch click. Slide the door open and let the occupants exit.
6. If the elevator is on the top floor and the lowering device has failed, turn off power at the elevator circuit breaker box (located in maintenance room on the first floor to the left of the elevator).
7. If the elevator is one foot below floor level or in between floors, **do not** let anyone exit the door. The elevator must be lowered for the safe exit of occupants.
8. For safety reasons, this step should be performed by two people but can be performed alone. Tell all occupants to stay clear of the door and stand to the rear of the car. Refer to step 6 and open the ground floor door. The large green box to control the elevator is located in the maintenance room adjacent to the circuit breaker. Remove the access panel from the lower portion of the control box. In the upper right section of the control box, you will see a valve with the words up and down. On top of this valve is a small T shaped handle. This is the pressure relief valve that lowers the elevator. With one person watching the elevator, slowly turn the T handle until you hear a hissing sound. The elevator car will start to lower. The person watching the car move must tell you to stop when the car reaches the same level as the floor. At this time, it is safe for the occupants to exit the car. **If you are alone, you must tell the occupants that they must stay at rear of the car and select one person to tell you when the car is level with the floor.**
9. Once all occupants have exited the car, close and relock the door. Leave the circuit breaker off and reset it once the power is on. If the rescue was due to a malfunction, do not turn on the power. The elevator technician will turn it on once it is repaired.

CIVIL DISTURBANCE

A. PREVENTIVE MEASURES

- The president and his administrative staff will maintain an "open door" policy with students, faculty, and members of the community. The president and instructors will interact daily with students, giving everyone an opportunity to be "heard."
- The president, vice presidents, and instructors will take steps to ensure that students understand the behavior expected of them during school hours and at school sponsored event.
- The president, vice presidents, and instructors will be aware of existing community problems that could affect the school environment.
- Instructors will be aware of individual student problems that might create future disturbances. Each instructor will know the first and last names of their respective students.
- The school administration will alleviate crowded conditions as much as possible.
- Security will direct all unauthorized personnel to report immediately to the Administrative office upon entering the school grounds.
- The president or his designee will supervise all college related activities.
-

B. CORRECTIVE MEASURES

- **FOR DISTURBANCES THAT OCCUR DURING THE SCHOOL DAY**
- The president or his designee will assess the situation.
- Key staff members will be alerted to the crisis.
- Students will be isolated into small groups (classrooms) when possible.
- The president will re-evaluate the situation.
- The president will notify local enforcement personnel of the situation, but they will enter the campus as a last resort.
- If directed by the president, the Director of Facilities and Public Safety will notify the Savannah-Chatham Metropolitan Police Department- 911.
- Persons responsible for the disturbance will be identified by college officials and dealt with accordingly.
- The president or the Director of Public Relations and Marketing will make all statements to the staff and news media.
- Instructors will inform students if necessary.
- **FOR DISTURBANCES THAT OCCUR AT COLLEGE RELATED EVENTS AFTER BUSINESS HOURS**
 - *The president or president's designee will assess the situation.*
 - *The president/designee will notify the local Police - 911.*
 - *The person(s) supervising the event will isolate the person(s) causing the disturbance if possible.*
 - *The president/designee will bring in law enforcement personnel from the local jurisdiction if necessary.*

- *Persons responsible for the disturbance will be reported by staff to the president for action if deemed necessary.*

FLOOD WARNING/HURRICANE

When you are notified over the telephone or radio that a flood warning is in

effect, follow the procedure below:

- *Relocate students to higher elevation. In special cases, it may be necessary to relocate students to the second floor. This decision must be made by the Director of Facilities and Public Safety based on information received.*
- *Remain there until further instructions are received.*
- *Instructors should make sure every student is accounted for.*

TORNADO

When notified that a tornado watch or warning is in effect, follow the procedures

that are outlined below:

A. TORNADO WATCH STATING THAT TORNADOES ARE PROBABLE IS

RECEIVED

- *Instructors will continue regular classroom/shop activities;*
- *Instructors will inform students of the possible danger;*
- *The Director of Facilities will assign someone to serve as a lookout from all sides of the building.*

B. TORNADO WARNING STATING THAT A TORNADO HAS BEEN SIGHTED

IS RECEIVED

- *Close all windows in the exterior wall and lower blinds and/or drapes.*
- *Close and leave closed classroom or lab doors leading into hallways.*
- *Relocate students to hallways and have students sit on the floor with their backs to hallway walls. Coats and jackets should be used to cover heads, arms, and legs. Everyone should be located in the hallways as near the center of the building as possible. In special cases it may be necessary to leave students in classrooms. This will be a decision for the Instructor.*
- *Remain there until notified by your Supervisor or security to return to your classroom or lab.*

CHEMICAL SPILLS AND RAILROAD ACCIDENTS

No pre-plan can be fixed at this time, because of extenuating circumstances peculiar to each disaster.

The direction of evacuation would be determined by winds, direction of spill, type of chemical and many other factors that have a direct bearing.

A determination would be made as needed by the persons in charge, all emergency response personnel, and railroad officials.

APPENDIX A: INCIDENT/ACCIDENT/INJURY FORM

Savannah Technical College
 5717 White Bluff Road
 Savannah, GA 31405-5521
 Phone: 912/443-5700

CDM.	
STUDENT ()	Main Campus ()
FACULTY ()	West Chatham ()
STAFF ()	Liberty County ()
FULL-TIME ()	Effingham Cty. ()
PART-TIME ()	Gamble Road ()
VISITOR ()	Crossroads ()

Incident Date: __/__/__

Report Date: __/__/__

Last Name: _____ First: _____ MI: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: _____ DOB: __/__/__ SEX: __ SSN: __-__-__

EMERGENCY CONTACT: _____ Student Paid Ins: Yes () No ()

Injured in Transit to/from STI? Yes () No () EMS: Yes () No ()

Incident Location: _____ Incident Time: __:__ __m

Reported: __:__ __m Completed: __:__ __m

Describe injury. Indicate part of body affected. Use supplemental if necessary

How did accident/incident occur? Describe fully the events, giving all details on all contributing factors.

APPENDIX B: Bomb Threat Checklist

Exact time of call _____
Exact words of caller _____

QUESTIONS TO ASK

1. When is bomb going to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why? _____
8. Where are you calling from? _____
9. What is your address? _____
10. What is your name? _____

CALLER'S VOICE

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

If voice is familiar, whom did it sound like? _____

Were there any background noises? _____

Remarks: _____

Person receiving call: _____

Telephone number call received at: _____

Date: _____

**REPORT CALL IMMEDIATELY TO THE PUBLIC SAFETY
DEPARTMENT AT 655-7028.**

Appendix C: Notification Directory

Savannah Campus

Front Desk: 912 443-5700 (Has radio capability)

Jennifer James (Operations): 912 443-5793 (office) Has radio capability

**Veronica Campbell 912 921-6477 (pager) Has radio capability
912 443-5862 (office)**

Liberty Campus

Glenda Giddens 912 408-6011 (office)

**Mark Morgan 912 408-6028 (office)
912 655-7029 (mobile)**

Crossroads Campus

**Doug Smith 912 443-3028 (office)
912 655-7032 (mobile)**

After-Hours Emergencies (Call in this order):

Veronica Campbell 912 921-6477 (pager)
Veronica Campbell is the evening manager. If she is not on campus and an emergency arises, use the call list in the order listed.

Emergency Phone 912-655-7028

**Bryan Wilson 912-655-7034 (office)
912-234-8380 (residence)**

**Gary Strickland 912-655-7030 (office)
912-355-3846 (residence)**

**Micheal Summers 912 443-5796 (office)
912 655-7037 (mobile)
912 839-2393 (residence)**

**Sue Turner 912 443-5485 (office)
912 604-2098 (mobile)
912 234-1253 (residence)**

**Dr. Reg Hendricks 912 443-5858 (office)
912 604-5064 (mobile)**

912 897-3440 (residence)

Dr. C.B. Rathburn III **912 443-3026 (office)**
912 596-1875 (mobile)
912 961-1341 (residence)

Joseph Franklin **912 443-5857 (office)**
912 921-6476 (pager)
912 658-9328 (mobile)
912 234-5937 (residence)

Mike Patterson **912 443-5724 (office)**
912 484-7152 (mobile)
912 927-0189 (residence)

Marcia Jones **912 443-5828 (office)**
912 961-2088 (pager)
912 398-3221 (mobile)
912 927-0189 (residence)

Al Cunningham **912 443-5827 (office)**
912 247-2554 (mobile)
912 756-4766 (residence)

Appendix L Certificates of Occupancy/Documentation of Ownership



STATE OF GEORGIA
OFFICE OF

GEORGIA SAFETY FIRE COMMISSIONER

CC No. 90490S

File No. 051-BUS-004

JOHN W. OXENDINE
COMMISSIONER OF INSURANCE
SAFETY FIRE COMMISSIONER

620 West Tower, 2 Martin Luther King, Jr. Drive
Atlanta, Georgia 30334

CERTIFICATE OF OCCUPANCY

Savannah Technical College/Effingham Campus

#001 Main

2690 Georgia Highway 21 South
Rincon, GA 31326

Area of Building Covered: 17797 Sq Ft.
Occupancy Classification Business
Construction Type II (0,0,0)
Occupant Load Limitation 440

County: Effingham

Sprinklered: Total Use Condition:
No. of Beds:

This Certificate of Occupancy certifies the building listed hereon complies with the minimum standards required by the Georgia Safety Fire Laws on the date issued.* This Certificate of Occupancy shall run for the life of the building, provided the internal or external features of the building are not materially altered, the type of occupancy remains unchanged or there has been no fire of serious consequence, or other hazard discovered.

*Code Certified Under 2000 LSCN

Date Issued: 6/12/2007

Fee: \$0.00

Issued by the Safety Fire Division:

Ervin Bennett



JOHN W. OXENDINE
 COMMISSIONER OF INSURANCE
 SAFETY FIRE COMMISSIONER
 INDUSTRIAL LOAN COMMISSIONER
 COMPTROLLER GENERAL

SAFETY FIRE DIVISION
 Suite 62D West Tower
 No.2 Martin Luther King Jr. Drive
 Atlanta, Georgia 30334

If changes occur, please check appropriate box:

File No. 051-BUS-004
 Name of Facility SAVANNAH TECHNICAL COLLEGE / EFFINGHAM
 Address 2890 HIGHWAY 21 SOUTH
 City RINCON State GA Zip 31326
 Physical Location 2890 HIGHWAY 21 SOUTH
 Facility Phone # 912-656-9706

Name of Building # 001 MAIN
 Mobile/Portable Serial No. NA
 Company Name Georgia Dept. of Technical & Adult Education
 Owner Same
 Address 1800 Century Place - Suite 400
 City Atlanta State GA Zip 30345
 Owner Phone # 404-679-1617

Type of inspection: <input type="checkbox"/> 80% <input type="checkbox"/> 100% <input type="checkbox"/> Annual <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Follow-up 1st Fee <u>NA</u> <input type="checkbox"/> Special Request <input type="checkbox"/> Written <input type="checkbox"/> Verbal <input type="checkbox"/> Consultation <input type="checkbox"/> Complaint		Standard used: <input type="checkbox"/> Pre 1948 <input type="checkbox"/> 1948 BEC <input type="checkbox"/> 1991 LSC <input type="checkbox"/> 1997 LSC <input checked="" type="checkbox"/> Other <u>2000 LSC</u>		Admin. Info: C.P. No. <u>10513-L</u> C.O. No. _____ Date issued <u>7-28-06</u> # of current violations <u>0</u> Last inspection by <u>stan freeman</u> # violations last inspected <u>0</u> Date last inspected <u>5-4-07</u>	
---	--	--	--	---	--

Description of Facility: Type Occupancy <u>BUS</u> Occupant Load <u>440</u> Sq. Ft. area <u>17797</u> # of beds <u>NA</u> # of stories <u>1</u>		Use Condition <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/> IV <input type="checkbox"/> V	Construction Type <input checked="" type="checkbox"/> I(0,0,0) <input type="checkbox"/> I(4,4,3) <input type="checkbox"/> I(3,3,2) <input type="checkbox"/> II(3,3,2) <input type="checkbox"/> II(2,2,2) <input type="checkbox"/> II(1,1,1)	Basement: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
--	--	--	--	---

Deficiency Type	Compliance			Deficiency Type	Compliance		
	Y	N	NA		Y	N	NA
1. Number of exits	✓			8. Detection, alarm, communication systems	✓		
2. Means of egress of approved type	✓			9. Extinguishment systems	✓		
3. Travel distance to exits	✓			10. Construction type requirements	✓		
4. Exit signs	✓			11. Compartmentation requirements	✓		
5. Emergency lighting	✓			12. Electrical systems	✓		
6. Vertical openings protection	✓			13. HVAC systems	✓		
7. Interior finish	✓			14. Other	✓		

Accompanied by:
 This acknowledges the ownership of this facility is as stated above; and this acknowledges that an exit interview was given; that I understand the terms and conditions of the NOTICE below; and that I have/have not received a copy of this report.

EDDIE POTTS PROJECT MANAGER Eddie Potts 6-12-07
 Print Name Title Signature Date

This acknowledges that I accompanied the Fire Safety Compliance Officer making this report.
EDDIE POTTS PROJECT MANAGER Eddie Potts 6-12-07
 Print Name Title Signature Date

NOTICE: All deficiencies and/or violations noted above and on the attached pages shall be corrected immediately in order for this facility to comply with O.C.G.A. Title 25, Chapter 2. This report shall be returned to the Safety Fire Division office within 30 days indicating the deficiencies and/or violations noted have been corrected by initialing and dating each item. If all items are not corrected, a plan of correction shall be attached and submitted to this office within 30 days. Failure to correct the noted deficiencies and/or violation is a violation of the Georgia Safety Fire Law. Follow-up inspection fees of \$100 or \$150 will be charged and due payable in advance for second, third and subsequent inspections as specified in Code Section 25-2-4.1.

No visual violations were noted. Recommend issuance of Certificate of Occupancy A follow-up inspection is scheduled to be conducted in approximately _____ days.

Copy of report left: Yes No

Page 1 of 2 By: Stan Freeman 6-12-07
 Fire Safety Compliance Officer Date



SAFETY FIRE DIVISION
Suite 620 West Tower
No. 2 Martin Luther King Jr. Drive
Atlanta, Georgia 30334

JOHN W. OXENDINE
COMMISSIONER OF INSURANCE
SAFETY FIRE COMMISSIONER
INDUSTRIAL LOAN COMMISSIONER
COMPTROLLER GENERAL

File Number 051-BUS-004
Building Number # 001 MAIN

Item #	Reference	Type Def	Comments
			PLEASE ISSUE A CERTIFICATE OF OCCUPANCY TO:
			SAVANNAH TECHNICAL COLLEGE / EFFINGHAM CAMPUS: # 001 MAIN
			2890 HIGHWAY 21 SOUTH
			RINCON, GEORGIA 31326
			THIS CLEAR REPORT WILL SERVE AS THE CERTIFICATE UNTIL ONE IS ISSUED BY THE CENTRAL
			OFFICE OF THE GEORGIA STATE FIRE MARSHAL
			NOTE: THERE IS NO FEE FOR THIS CERTIFICATE

NOTICE: All items noted shall be corrected immediately in order for this facility to comply with O.C.G.A. Title 25, Chapter 2. This report shall be returned to the Safety Fire Division office within 30 days indicating deficiencies and/or violations noted above corrected and initialing and dating each item. If all items are not corrected, a plan of correction stating what corrective measures will be taken and the estimated date of completion for each item and shall be attached and submitted to this office within 30 days. Failure to correct the above deficiencies and/or violations within the time specified is a violation of the Georgia Safety Fire Law and the appropriate action required by law will be taken. Follow-up inspection fees of \$100 or \$150 will be charged and due payable in advance for second, third, and subsequent inspection as specified in Code Section 25-2-4.

Page 2 of 2
By *John Oxendine*
Fire Safety Compliance Officer
Date 6-18-07

Appendix M Letters of Support for EGTC

EXECUTIVE
VICE PRESIDENT'S OFFICE

2007 SEP 24 AM 11:54

GATEWAY to COLLEGE

Part of the
Early College
High School
Initiative

Sponsored by the Bill &
Melinda
Gates Foundation

September 17, 2007

Dr. Reg Hendricks
Executive Vice President
Savannah Technical College
5717 White Bluff Road
Savannah, Georgia 31401

Dear Dr. Hendricks,

Savannah Technical College has been selected to receive start-up funding from Portland Community College for the purpose of opening a Gateway to College program. Gateway to College is part of the Gates Foundation-funded Early College High School Initiative. Savannah Technical College (STC) will be joining a National Network which now represents 18 colleges and 59 school districts in 12 states. Two of the current programs are charter schools, including the Gateway to College Academy at Georgia Perimeter College.

The need in the Savannah area, STC's commitment to working with at-risk youth, and STC's partnership with the Effingham County School System and the Savannah-Chatham County Public School System contributed to their selection. The college is now on a strict timeline for planning and startup which culminates in opening to students for the fall quarter of 2008. Obtaining charter agreements is critical to moving forward. The Gateway to College National Network supports these charters, and the Bill & Melinda Gates Foundation has also expressed support for a Gateway to College program in Savannah.

Gateway to College will provide an important option for dropouts in your community to re-engage with education. Without a meaningful second chance to connect with an alternative model, many of these young people will never complete their high school diploma requirements, nor graduate from college. We all know the impact of a high dropout rate on American communities: fewer skilled workers, higher unemployment, and higher costs associated with social services, healthcare, crime, and incarceration.

In Gateway to College, students take developmental and transfer-level college classes to complete a high school diploma through dual credit. Colleges work with school districts to align courses and credits to ensure that students meet all requirements for a diploma, including end-of-course exams and high stakes tests, where required. Gateway to College started at Portland Community College (PCC) in 2000. In 2003, the

A program of
Portland Community College

Laurel Dukehart, Director,
Gateway to College
National Network
503-788-6226
ldukehar@pcc.edu

www.gatewaytocollege.org



Gates Foundation selected PCC as an intermediary for their investments in education. The first two Gateway to College replication sites opened in 2004, and up to four additional sites have opened each year since.

Although these programs are still young, early results are strong. Data available from seven sites around the country show that, for college classes with a letter grade, 77% of all classes resulted in a "C" or better (5,305 classes). A smaller study showed that student GPAs are rising dramatically. For this study, the average high school GPA at program entry was 1.5. After two or more terms in Gateway to College, students' GPAs rose to 2.5, and all of these classes were taken in the college environment.

Completing a high school diploma is the primary goal of GtC, but students also make significant progress toward their college goals through dual credit. At Portland Community College, GtC graduates earn an average of 73 college credits out of 90 needed for an associate's degree (based on the quarter system). The more flexible setting of a community college and the ability to catch up with their peers help motivate GtC students. Despite struggling in high school, 70% of GtC students surveyed at program entry say that their ultimate goal is a bachelor's degree or higher.

Gateway to College students state many reasons for failing in high school; however, poor attendance is a common theme. Nationally, GtC students had an average attendance rate of 86% during spring term, 2007. During the program, students improve other academic habits as well. Based on a survey of PCC Gateway students enrolled for two or more terms, students reported engaging in the following behavior "more often" or "much more often" when comparing their behavior in high school to GtC:

- Feeling engaged in their education: 80%
- Coming prepared with assignments: 75%
- Participating actively in class: 69%
- Talking to family about school: 61%
- Asking instructors for help: 57%

The GtC National Network has also compared challenges that students face both before and during GtC. Results from PCC show that students are improving in self-efficacy and benefit from the college setting.

	<u>In HS</u>	<u>After 2+ terms in GtC</u>
Problems with peers affecting schooling	61%	11%
Problems with teachers, administration	54%	9%
Problems feeling safe at school	34%	3%
Problems with academics	76%	65%

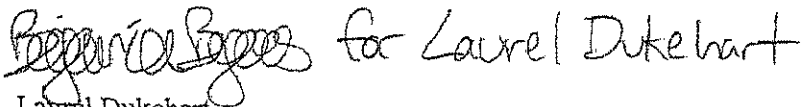
Obviously, academics continue to be challenging and GtC focuses on providing intensive, individualized support. Many GtC students continue to face barriers to success that stem from poverty, little or no family support, health problems, transportation problems, childcare responsibilities, and needing to work. Not all students who enter GtC will persist to a diploma, but participants gain academic skills and stronger academic habits, and the ability to see

themselves as college students. At PCC, students who leave GtC without a credential exit the program with an average of 17 college credits, and many continue in college.

Comprehensive high schools are a great environment for many students, but communities need options for many kinds of learners. For students who have dropped out of school or are behind in credits and are about to drop out, Gateway to College offers a different kind of experience that is often the right fit for them.

The Gateway to College National Network supports Savannah Technical College's charter applications and pledges to provide technical assistance for planning and startup. I believe that the youth of Savannah will greatly benefit from this program.

Sincerely,

 for Lauren Dukehart

Lauren Dukehart

Director, Gateway to College National Network

cc: Nickolas Mathern



September 11, 2007

To Whom It May Concern:

This letter is to confirm the Savannah Economic Development Authority's support for the Savannah replication site for the Gateway to College program. This program has our full support for many reasons.

Savannah's high drop out rate points to a great need for a drop out recovery program. We need to serve both those who have already dropped out and those who are on the verge of dropping out. The program is particularly attractive because of the second chance at a high school diploma for our students.

As a community, we are proud of the strong partnership between the Savannah Technical College and the Savannah-Chatham County Public School System. They are working together to bring innovative approaches to our most critical issues.

We believe that the Gateway to College program is a primary answer to an economic development issue. Our employers need trainable workers and this program helps students who might otherwise be left out gain the ability to learn and perform basic skills. Our community supports programs that prepare students to enter the workforce, continue learning, and move up career paths that lead to family-supporting wages and self-sufficiency. For us, workforce development is economic development.

We are pleased to support this program by being a named partner, working to attract other partners, or serving on committees to help this valuable initiative succeed in our area. Our students, our employers, and our future are depending on us.

If you have any questions or comments, please contact me at rwinger@seda.org or 912-447-8450.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eric R. Winger', is written over a horizontal line.

Eric R. Winger
President & CEO

P.O. BOX 128 • SAVANNAH, GEORGIA 31402-0128
PHONE 912.447.8450 • FAX 912.447.8455
www.seda.org



www.learningforlife.com

C.B. Rathburn, Ph.D.
President
Savannah Technical College
5717 White Bluff Rd.
Savannah, GA 31405

Dear Dr. Rathburn,

Congratulations on having Savannah Technical College selected for the Gateway to College program. I know how hard everyone has worked to make this a reality! I recall the numerous meetings where Lucy Phillip took the opportunity to introduce Gateway to College as a topic for discussion, actively soliciting input from members at these events. In particular, I remember discussing Gateway to College at several Excellence Fund meetings, a Woodville Tompkins advisory board meeting, several Youth Council meetings, Early College Advisory Board meetings and at Chamber events. These functions serve as an excellent way to take advantage of word-of-mouth marketing.

In these group discussions about various ways of involving parents and the wider community in the Gateway to College Program, we have talked about the idea of including Learning for Life services as one means of involving local businesses, community organizations and parents in the learning process. Learning for Life events, such as classroom presentations and career fairs provide a perfect opportunity to invite both businesses and parents to participate in school activities. Parents can serve on school/business advisory boards, attend Learning for Life events, and volunteer through the Learning for Life program. Learning for Life volunteers conduct job skills workshops and curriculum-related presentations, give career seminars and assist with projects.

Please call me if you need additional information at this time regarding the services offered through Learning for Life. I hope that we will have the opportunity to help make this program a reality for those students who need a second chance!

Sincerely,

Barbara Foley, M.Ed.
Learning for Life Program Director
(912) 308-7892
www.learningforlife.com
Coastal Empire Council- Boy Scouts of America
11900 Abercorn St.
Savannah, GA 31419

Coastal Empire Council- Boy Scouts of America, 11900 Abercorn St. Ext., Savannah, GA 31419
Office: (912) 927-7272 Mobile: (912) 308-7892 Email: byfoley@darientel.net



September 11, 2007

To Whom It May Concern:

This letter acknowledges the Coastal Workforce Investment Board's (CWIB) support of the Early College Program. The CWIB understands the urgent need for programs designed to give our at-risk youth who have dropped out of school a second chance. This program does that and more by providing students an opportunity to earn a high school diploma while earning college credits and achieving college success.

The CWIB focuses on "*Building Tomorrow's Workforce Today.*" We recognize this program as an educational and workforce development effort that will benefit our area for many years to come. We look forward to its implementation.

Sincerely,

A handwritten signature in cursive script that reads "Cindy Landolt".

Cindy Landolt
Executive Director
Coastal Workforce Services

Appendix N Application to Savannah Technical College



SAVANNAH TECHNICAL COLLEGE

APPLICATION FOR ADMISSION

Savannah
5717 White Bluff Road
Savannah, GA 31405
912.443.5700

Liberty
100 Technology Dr.
Hinesville, GA 31313
912.408.3024

Fort Stewart
100 Knowledge Dr.
Ft. Stewart, GA 31314
912.408.2430

Crossroads
190 Crossroads Parkway, Suite 100
Savannah, GA 31407
912.443.3010

Effingham
2890 Hwy 21 South
Rincon, GA 31326
912.754.2880

IMPORTANT -- All sections must be completed. Complete and return the application to the campus you plan to attend along with a \$15 non-refundable application fee. The application fee is not required if you have formerly enrolled at Savannah Technical College.

Personal Data

Rec # _____

Social Security Number: _____ - _____ - _____

Last Name _____ First Name _____ MI _____

Other Names on Educational Records: _____

Mailing Address

Street _____ Apartment _____

City _____ State _____ ZIP _____

Home Phone _____ Cell _____ Email Address _____

Emergency Contact Name _____ Emergency Contact Phone _____

Are you a US citizen? Yes No If no, Nation of Citizenship: _____ Alien # _____
(Please Attach INS Proof)

Are you a Georgia resident? No Yes How long? _____

Are you active duty military? No Yes

Are you a military spouse/dependent? No Yes

Are you a veteran? No Yes

Are you a senior citizen (over age 62)? No Yes

The following information is for statistical purposes only and will not be used in determining admissions

Date of Birth _____ Gender: Male Female

Race/Ethnicity (choose) American Indian Asian African-American Hispanic White Other Non-resident Alien

Entrance Data

New Admission - Quarter to Begin _____ Readmission - Last Term Attended _____

Campus you will attend (choose) Savannah Liberty Crossroads Technology Effingham

Classification (choose)

- Beginning student (no previous post secondary education)
- Transfer student (previous post secondary education)
- Returning Student (previously attended or applied to STC)
- Transient student (enrolled at another institution, requires transient letter)

Program of Study _____ Check One: Degree Diploma Certificate

Please visit www.savannahtech.edu for a current listing of available programs

Educational Data

Last high school attended and location: _____

Have you graduated from high school? Yes Date _____ No Will Graduate: Date _____
(One official high school transcript, showing your date of graduation, must be received by the Savannah Technical College Admissions Office in a sealed envelope)

Did you pass the GED examination instead of graduating from high school? Yes Date _____ No
(One official copy of your GED scores must be received by the Savannah Technical College Admissions Office in a sealed envelope.)

Highest grade level completed: 1-12 Less than two-year degree Two-year degree Four-year degree Graduate level

Please name any college, technical college, or university you have attended.

Name _____ Dates Attended _____ Degree Earned _____

Name _____ Dates Attended _____ Degree Earned _____

Name _____ Dates Attended _____ Degree Earned _____

We Want to Know

How did you hear about Savannah Technical College? (check all that apply)

- Radio Advertising TV Newspaper A Friend or Relative
- Website College Brochure High School Counselor or Teacher Billboard
- Employer Visit by Savannah Technical College representative to your school or business

Why did you choose Savannah Technical College?

- Program of Study Convenient Location Cost
- It fits with my schedule Reputation Other

Reason for enrolling (check all that apply)

- To pursue an associate degree To update skills for current job To explore a new career
- To prepare for immediate entry into a career To prepare to transfer to four-year institution To pursue personal interest for self enrichment

Are you employed? Yes No If Yes: Full Time Part Time

I certify that the information presented here is true and correct. I understand that misrepresentation or omission of information will be sufficient cause for rejection or dismissal. I also understand that if I do not attend, my records will be kept for one year and then destroyed. Upon my acceptance, I agree to abide by the rules, regulation and guidelines set forth in the Savannah Technical College catalog.

Signature _____ Date _____

To complete the admissions process, you will need to provide official transcripts (high school and any college attended) and proof of test scores (SAT, ACT, ASSET, Compass) for placement purposes. Please review the information about instructional programs, tuition and fees, admissions and our privacy policies posted on our website, www.savannahtech.edu. If, after review, you have specific questions, please call us at 912.443.5700 or email info@savannahtech.edu. As required by law, you will find our graduation rates and crime statistics on our website at www.savannahtech.edu.

Savannah Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033 (404.679.4500) to award the associate degree. Savannah Technical College does not discriminate on the basis of sex, race, color, national origin, religion, age, or disability in admissions, in employment, or in access to its educational programs and/or activities.

Our mission: Savannah Technical College is committed to meeting the dynamic economic and workforce development needs of employers, individuals and communities by creating opportunities through market-driven technical education.