



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

July 27, 2016

Dr. Ray Perren
President
Lanier Technical College
2990 Landrum Education Drive
Oakwood, GA 30566

Dear Dr. Perren:

Thank you for your letter of February 18, 2016, transmitting prospectuses for seven off-campus instructional sites, effective fall 2016. The sites are Chestatee High School, Early College at Jones, East Hall High School, Flowery Branch High School, Johnson High School, North Hall High School, and West Hall High School. Two of the sites will offer identical programs and were combined into a single prospectus; we will address those two sites in a separate letter. The other five sites will offer different programs and therefore, each site requires a separate prospectus. We will address each of the five sites offering different programs in separate letters. In this letter, we address Chestatee High School.

The site will offer 50% or more of five already-approved Technical Certificate of Credit (TCC) programs: Bilingual Customer Service Specialist, Criminal Justice Specialist, Design and Media Production Specialist, Fire Fighter I, and Nurse Aide. The site is:

Chestatee High School
3005 Sardis Road
Gainesville, GA 30506

The site will be implemented in fall 2016. The institution projects 50, 60, and 70 new students in the first three years, respectively, across all programs. The primary target audience is currently enrolled students at the high school. The site is intended to be an ongoing (vs. single cohort or limited time) operation. Instruction will be face-to-face and by distance learning; the institution was approved in 2011 to offer 50% or more of a program by distance learning.

We accept notification.

The addition of the instructional site is consistent with the institution's mission. No additional state or institutional board authority was noted as required. Evidence of demand is primarily from the school superintendent's request to offer the programs at the high school based on his or her knowledge of students' needs and interests. Evidence was provided that the site is a product of the institution's on-going planning process. Evidence was offered of faculty involvement and approval of the five programs to be offered at the site, but no such evidence was proffered for the instructional site per se.

The programs to be offered at the site are existing programs. There is no change to program curricula. Student learning outcomes for all programs are established. All curricula, graduation, and other institutional policies and practices will apply without exception to students and programs at the site. Because the site is for dual enrollment students, admissions exceptions are made for the minimum age requirement and for the high school diploma (or equivalent) requirement. Course descriptions were



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provided: six for bilingual customer service specialist, five for criminal justice specialist, three for design and media production specialist, four for fire fighter I, and four for nurse aide. All courses appear to conform to institutional policy and to usual and customary higher education practices for the award of credit hours. Administrative oversight is vested in the Deans of Allied Health, Business and Computers, and Professional Programs, and the Academic Dean. A coordinator is responsible for managing operations of off-campus instructional sites.

Evidence was provided on the impact of the site on instructional capacity; existing instructional capacity appears sufficient. A faculty roster was provided for seven full-time faculty members: three for bilingual customer service specialists, and one each for criminal justice specialist, design and media production specialist, fire fighter I, and nurse aide. All courses to be offered at the site were assigned to at least one faculty member. All courses to be offered at the site are undergraduate non-transfer courses; evaluations of faculty members' qualifications were made in this context. Professors Harry Chapman, Larry Cranford, Tom Gaddie, Theresa Lindsey, Dana Nichols, Larry Nix, and Suzanne Smith appear qualified to teach the courses assigned. It is noted that Professors Chapman (criminal justice specialist program), Gaddie (fire fighter I program), and Smith (nurse aide program) hold the baccalaureate degree as the highest earned degree. Evaluations of qualifications are for the specific courses to be offered at the site; they do not extend to other courses and, in particular, do not extend to undergraduate transfer courses. Keep in mind that the ultimate determination of faculty members' qualifications is the responsibility of the peer review teams who will assess the programs as part of the institution's next SACSCOC accreditation review.

Library and learning resources were described. Discipline-specific resources for all five programs appear to be adequate. Access to faculty librarians was described. Students have access to library training to learn what resources are available and how they may be accessed, including off-campus access through the Internet.

Student support services were described and appear to be sufficient to support students at the off-campus site. Accommodations are made for virtual access to most services for students who do not attend class on-campus.

Physical resources were described and appear to be adequate. Three standard classrooms will be used. Each classroom is equipped with standard hardware and instructional technology. Computers and computer laboratories are available. Equipment and supplies were described and appear to be adequate. A specialized laboratory for the nurse aide program is available as well as specialized equipment (such as hospital beds, mannequins, and treatment tables).

Three-year expense and revenue budgets were provided. Principal expenses are for faculty members' salaries. Nominal allowances are made for supplies. Revenue is from student tuition and fees. Based on projected enrollments, the site will be self-supporting beginning in the initial enrollment term. The



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institution has sufficient contingency funds to support the site if revenues and expenses do not match projections. The institution notes it is not on reimbursement for Title IV funding.

The institution's evaluation and assessment infrastructure was described. The courses and programs offered at the site can be readily incorporated into the existing review and continuous improvement processes without modification. There are no exceptions noted for the site.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Chestatee High School off-campus instructional site. It was the decision of the Board to approve the site and include it in the scope of the current accreditation.

Because the institution has been accredited by SACSCOC for less than ten years, I am authorizing a Substantive Change Committee which will visit the site within six months after its fall 2016 implementation to determine continued compliance with the *Principles of Accreditation*. Your staff representative, Dr. Steven Sheeley, will assist you with preparations for the visit.

After initial approval, an off-campus instructional site will be reviewed again in conjunction with the fifth-year and/or decennial accreditation reviews. Once an institution is approved to offer 50% or more of a program at a specific off-campus site, neither notification or approval is necessary when any percentage of an additional approved program is offered at that site.

Enclosed is an invoice for \$500 to help defray the cost of reviewing the prospectus.

Best regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/KWS:iy

Enclosure

cc: Dr. Joanne Tolleson, Vice President, Institutional Effectiveness and Operations at Forsyth
Campus
Dr. Steven M. Sheeley