

Front Page News Story Archive

April 2020



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News Stories Posted Wednesday April 1, 2020



Testing for now: Anna's Common Heritage story

: Wednesday April 1, 2020

Throughout Middle Georgia, there are countless items pertaining to the history of African Americans waiting to be preserved and digitized. Photographs, documents, ephemera, clothing, with each artifact being unique and irreplaceable, capturing moments of an intricate and important history.

Through a \$12,000 grant from the National Endowment for the Humanities and in partnership with the Common Heritage Program, the Ina Dillard Russell Library's Special Collections is taking on an initiative to do just that: documenting and preserving an important aspect of Middle Georgia history that is often overlooked. "Our hope is to create a digital collection so that when people are searching for information about Milledgeville, they get a much more inclusive idea of the community," said Dr. Shaundra Walker, interim-director of the Ina Dillard Russell Library.

There is also global trend in which libraries encourage the public to contribute their

historical artifacts to databases across the world, which is one of the reasons why Walker is excited to receive the grant. “The Common Heritage Program recognizes that there is a lot of value in the information and knowledge, as well as the artifacts, that a community has,” Walker said. “It acknowledges that there is expertise outside of the library, so part of this program will seek to highlight and acknowledge that expertise, to put a spotlight on it and make people more aware of it.”



Library faculty and staff scan photos and documents at a Harvest event in Harrisburg

“

Our hope is to create a digital collection so that when people are searching for information about Milledgeville, they get a much more inclusive idea of the community.

- Dr. Shaundra Walker

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News Stories Posted Thursday April 2, 2020



Kell Carpenter discusses resources available from the Library

: Thursday April 2, 2020

[youtube embedcode="-w9O5tdFIMA" style="right"][/youtube]

Kell Carpenter from the Ina Dillard Russell Library let's students know that all Library resources are available through multiple platforms. To contact the Library, visit library.gcsu.edu.



Dr. Dorman reminds us to continue to practice social distancing

President, Office of the : Thursday April 2, 2020

[youtube embedcode="BR22KWle5bQ" style="left"][/youtube]

Dr. Dorman and his wife Jane took time to speak to our campus community. He reminds us to continue to practice social distancing.

News Stories Posted Sunday April 5, 2020



May 2020: Middle Grades Education major begins teaching career this August

[College of Education](#) : Sunday April 5, 2020



William Cooper

William Cooper

What is your major? Middle Grades Education

What is your best memory during your time at GC?
My favorite memory during my time at GC was when I attended a John H. Lounsbury Lecture series and heard Judge Verda Calvin speak on the importance of educators. Her lecture inspired me and is one of the reasons I applied for the Middle Grades Cohort.

Do you have a favorite spot on campus? The second floor of the library.

What was your favorite class? Dr. Sandra Godwin's "Sociology - Society and the Individual". Dr. Godwin cares for students and ensures that they have what they need to be successful while encouraging them to think independently and lead

creativity. ☒☒

☒☒

What faculty or staff member made the biggest impact on you? ☒ Dr. Emmanuel Little. Dr. Little has been an amazing mentor, leader, and professor to me during my time here at GC. I would not be the man I am today had it not been for his guidance and patience with me throughout my journey here at Georgia College. ☒☒



Cooper participates in the Call Me MiSTER induction ceremony in 2017

What are your plans after graduation? ☒ After graduation, I'll spend the summer interning / traveling. In August I'll begin my teaching career in Warner Robins, GA where I'll be teaching sixth grade social studies. ☒☒

What advice would you give to incoming freshmen? ☒ A big part of college is learning how to balance your time. So, along with balancing your social and academic life, don't forget to take some time for yourself. Be sure to practice self care.

News Stories Posted Monday April 6, 2020



Russell Library provides services virtually

: Monday April 6, 2020

When Dr. Shaundra Walker, interim director of the Russell Library at Georgia College, first learned that the University System of Georgia (USG) would be transitioning to online learning due to the COVID-19 pandemic, her first thoughts centered around Georgia College faculty and students: How could the library assist in making the transition as smooth as possible?

Given the unprecedented nature of the situation, Walker said she was concerned, but not alarmed. Libraries are forerunners in providing resources online, she explained, and the Russell Library is no exception.

“

Libraries are traditionally associated with buildings and thought of as repositories of knowledge, particularly as knowledge exists in books. We are increasingly providing content online, in a way that is accessible to students and faculty wherever they are. From electronic articles to ebooks, thanks to projects like GALILEO, we've been delivering materials virtually for over 25

years.

- Dr. Shaundra Walker

”



Instruction and Research Services faculty and staff participate in a Webex meeting

As soon as Georgia College received directives from the USG, the library went to work to provide an even more robust online experience. Since the print collection would no longer be accessible, the library immediately began building resource lists of their existing e-book collections, while working with vendors to expand those options.

The student research conference, hosted through the institutional repository, the [Knowledge Box](#), will be all online

this year, explained Holly Croft, digital archivist and assistant professor of library science. “There will be a posters section, a video presentation section, and a research in progress section, all of which will go in the Knowledge Box,” Croft said.

Walker highlighted another area of support: Students completing thesis or dissertation. Students typically obtain signatures from their committee members, working with the library to have copies of their thesis or dissertation bound and placed in the library’s Institutional Repository. Without being able to obtain signatures in person, the library is currently working with Information Technology (IT) to create a process to transition the signature page to GC signatures, laying the groundwork for a step-by-step virtual workshop to walk students through the process.

[youtube embedcode="AJpg4VmKYg4" style="right"]Assistant professor of library science Jeff Dowdy hosts a tutorial on creating permalinks[/youtube]

The library has built on this now that instruction has moved online. The traditional library card has been supplemented by the GALILEO login, connecting campus to a wide variety of online content.

Walker encourages the campus community to reach out to the library for support, and to rest assured that the library will be here to assist them.

“

The library's commitment to support their teaching, learning and research need is unwavering. We're very experienced at providing virtual services. Personally, I understand that these are uncertain times for everyone, and I am committed to doing whatever I can to make this period as stress and hassle free as possible. The library is just a phone call, chat or email away.

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Below are a list of online resources and updates provided by the library:

- o Our virtual support options include chat, online synchronous research consultations (via WebEx) and assistance via phone and email. While we are no longer supplying book requests from other libraries, we are able to fill requests for articles.
- o Many of our vendors have been kind enough to extend additional databases and video collections beyond our current subscriptions. Our team is working diligently to make as much of this content available as possible, because we understand the need to support teaching and learning in the online environment. We have access to thousands of ebooks and streaming videos through collections such as the Journal of Visual Experimentation, Films on Demand, ProQuest ebook collection and EBSCO ebooks, among others. Several of our archival collections, such as our yearbooks, are digitized. These resources are just a click away and our team of librarians is ready to help faculty identify specific resources if needed.
- o We put together an online guide that provides quick access to our resources and services: libguides.gcsu.edu/covid19. We stripped the guide down to the basics, because we realized that everyone is being overwhelmed with information as of late. It's a simple, yet access point to what we have to offer during this critical time.
- o We've extended the due date for any checked out items through the end of the term. We are understanding and will work with students and faculty during this period.

The library will continue to update the campus community on services provided by the library on their [Instagram](#) and [Facebook](#) accounts.

News Stories Posted Wednesday April 8, 2020



May 2020: Graduating Marketing Major Bound for Public Relations Success

[Management, Marketing, & Logistics, Department of](#): Wednesday April 8, 2020



Breeanna McBee

Breeanna McBee

Hometown- Loganville, GA

Major- Marketing

What made you choose your major?- At first I chose marketing because I wasn't quite sure what I wanted to do but the more I got into it the more I began to

love the aspects of getting to connect with people and have the opportunity to be creative with ways to reach people.

What was your favorite class/professor and why? My favorite class was definitely Social Media Marketing because it is so relevant in today's world and something that I use everyday . My favorite professor was Dr. Sams because she and I connected and I felt like she genuinely cared about my success.

Where was your favorite place on campus?My favorite place on campus is probably third floor of the library in study room B1. I spent MANY late nights in there panicked over tests and projects but also had some great bonding moments with my friends in there.

What activities were you involved with? I'm in AOII and just finished serving as the Activities Chair in December.

What was one of your favorite moments at Georgia College?One of my favorite moments at Georgia College has always been Greek Weekend and getting to cheer on my friends when we won tug my sophomore year.

What do you plan to do after completing this semester?After this semester I am excited to be heading to Athens to attend UGA and get a masters in Journalism and Mass Comm with a concentration in Public Relations.



Bobcat Athletics staff and coaches share support

Athletics : Wednesday April 8, 2020

[youtube embedcode="CiIDKpyPSbM" style="fullwidth"] GC Coaches and staff[/youtube]



Helping Hands provides relief to students affected by COVID-19

[University Communications](#) : Wednesday April 8, 2020

The Coronavirus has created hardship for Georgia College students, making it extremely difficult for them to fund basic necessities.

Georgia College has received more than 260 requests from students needing financial assistance.

For many, losing a job means they won't be able to pay for food, medicine, rent or utilities. Others can't go home because the risk is too great to their families who have compromised immune systems.

The Helping Hands Hardship Fund was originally conceived by the Student Government Association (SGA) to help students with unusual situations who need a helping hand. With the COVID-19 crisis, University Advancement, Student Life and the Office of Financial Aid, came together and made a decision to utilize the fund to aid students, who face significant financial hardships now and in the coming months.

"The biggest need we saw was for money to buy food," said Dr. Shawn Brooks, vice president for Student Life. "We had students report they were only eating once a day, because they didn't have money to buy food. One student wrote about being down to her last box of cereal."

So far, approximately more than \$22,000 has been raised for the Helping Hands Hardship fund. This amount is also supplemented by \$5,500 that was originally raised for the fund when it was established.

“The amount of need is immeasurable,” said Dr. Shawn Brooks. “Most students are asking for only a portion of their overall need, as they know funds are limited.”

To date, students’ needs have significantly exceeded the amount of money raised to help address the distress.

“The Division of Student Life is working to identify and immediately take action to resolve the most pressing issues, and to find aid for all of our students,” said Monica Delisa, vice president, University Advancement.

The idea of Helping Hands stemmed from the COVID-19 pandemic and the related move to online education for GC students.

“Dr. Shawn Brooks and Student Life recognized that some GC students may be facing extreme hardships, because they were no longer employed in local businesses, did not have access to technology needed in an online environment or couldn’t afford the costs associated with moving from campus housing to other housing,” said Delisa. “Student Life reached out to Advancement and the Office of Financial Aid, and we identified this fund as being setup for exactly this type of crisis.”

The team predicted student need would be larger than funds already in the account, so they began the campaign to add funds through donations.

“

"Giving to the Helping Hands initiative is purposeful giving."

- Pam Booker

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Student Life distributed a form to all GC students to self-identify if they need aid. The Office of Financial Aid works with Student Life to identify and qualify students who need assistance and award financial help.

“In these uncertain times, having a sense of financial security will enable students to engage fully in the online learning process and to succeed,” said Delisa. “It is always our goal in University Advancement to ensure that our students do not have to worry about finances, that they can concentrate on being the best students and

future community leaders they can be.”

Donors have until May 1 to make their Helping Hands gift. Any size donation is appreciated.

“A measure of a community is not found when things are going well,” said Brooks. “Rather, the measure of a community is how they respond when things are not going well or when there is a crisis.”

He applauded students, alumni and friends of Georgia College for contributing to students’ well-being. Some students have provided food and shelter to other students; alumni and friends have provided financial assistance. Everyone who helps can make a huge difference in the lives of students. Brooks has received emails from students, extending their gratitude to individuals who contributed to the fund.



GC students with Helping Hands banner

“My biggest hope is that we have been able to make a difference in students’ lives with the Helping Hands fund,” said Brooks. “Like everyone else, I hope and pray for a quick end to the COVID-19 pandemic.”

“Giving to the Helping Hands initiative is purposeful giving,” said Pam Booker, ’97, president-elect of the Alumni Board of Directors and leader-in-residence of Leadership programs.

“Supporting GC students during this time displays unity. It shows students they are not alone and promotes perseverance by motivating them to continue striving in the midst of unforeseeable challenges. It also demonstrates leadership, setting an example for students to emulate when the situation is reversed. Lastly, it reinforces the Georgia College culture by strengthening a ‘sense of community’ culture and providing physical and emotional relief for students and administrators.”

“Georgia College students, nor many of us, have ever experienced the level of uncertainty that exists today,” Booker said. “The emotional and physical toll of instability can be unimaginable. My goal, as an alumna and supporter of the CrowdThunder campaign, is to simply do what I can to contribute toward removing obstacles to student success during this time of crisis. It is my desire that, by supporting this campaign, my gift, encourages and instills hope in these students.”

To join the effort to help Georgia College students suffering financial hardships, visit: <https://crowdthunder.gcsu.edu/>. Be a part of the conversation by following us on Facebook and Instagram: @georgiacollegealumni. Together, we are one. We are

#GCUnited.

News Stories Posted Thursday April 9, 2020



Under 30: Josh Miller

[History & Geography, Department of](#): Thursday April 9, 2020

Name: Josh Miller '14

Age: 28

Major at GC: History

Why did you choose Georgia College?

I think the location and size of the school are what first led me to Georgia College. I really wanted to go somewhere where I could feel a little more on my own and find my direction. The size was great. There is a sense of community and personalized attention while also being large enough to have plenty of options and things to do.

Did you have a favorite professor or class?

The history Department was so full of amazing and passionate professors. A lot of my favorite classes were with Dr. Huddle. His lectures were always really entertaining. I took a few film focused classes that really helped spark my love for

old films.



Josh Miller is the owner of Outrun Brewing Company

What inspired you to get into brewing? Why did you decide to create your own brewery?

My brother actually got me into brewing. I had turned 21 and was trying to get into craft beer but didn't really like beer all that much. My brother had been homebrewing and I thought it looked like a very creative and scientific process. I slowly realized that I really liked beer when I could make it the way I wanted. I ended up homebrewing a lot my senior year and realized I wanted to open a brewery someday. After graduating I worked at Three Taverns Craft Brewery and really got to learn a lot about brewing and the brewing industry. My partner and I wanted to start Outrun because we saw a void in the industry. We wanted to create a brewery that focuses on lower alcohol beers in a more relaxed inclusive environment.

What is the best part about your career?

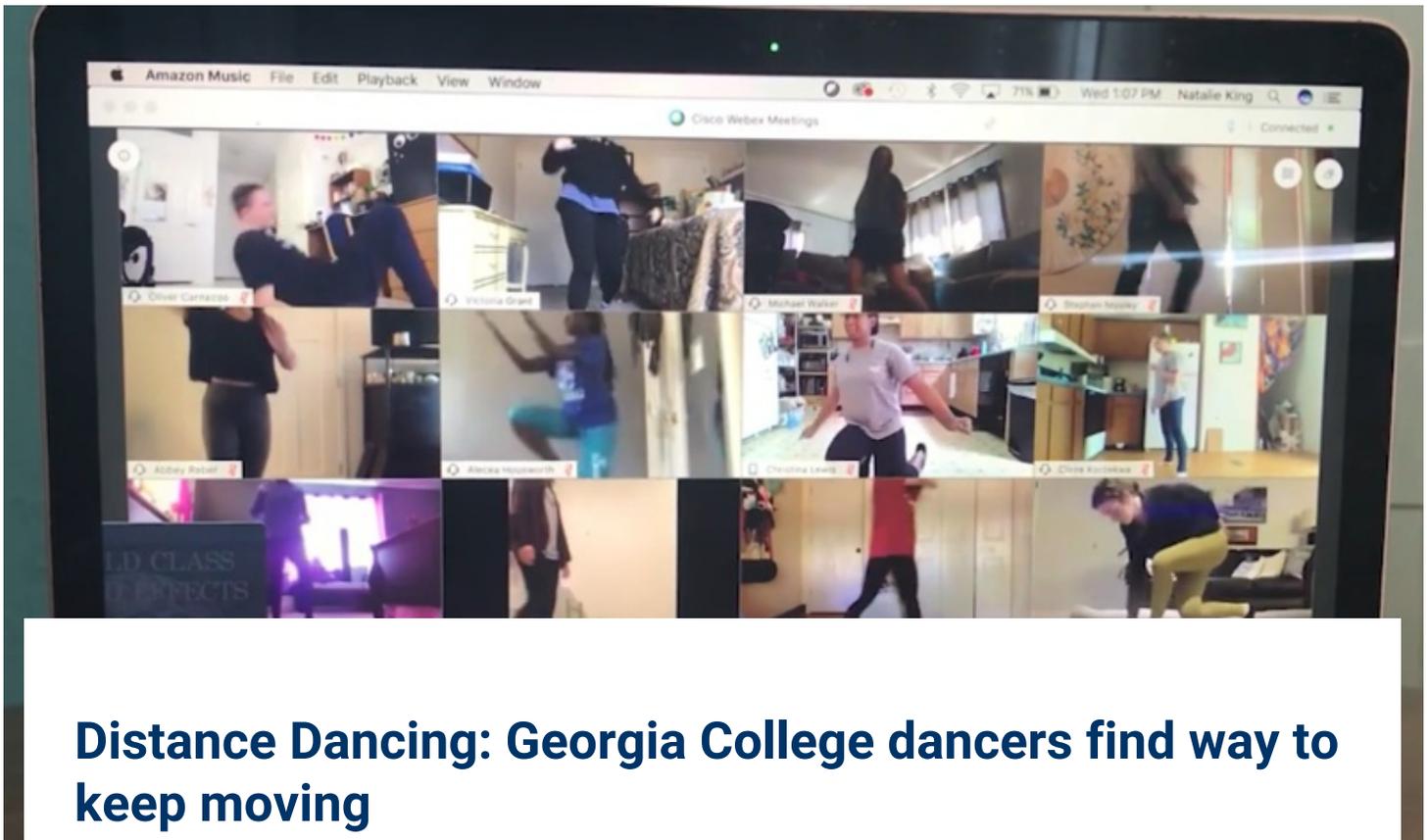
I think for me the best part of being a brewer is the creative outlet. There is a lot of depth to working with beer. It's a really cool blend of science and art. Seeing people enjoy your hard work is a beautiful thing.

What are some beverages that you recommend?

Water is pretty great! As for beers I really like lower alcohol, easy drinking beers. One of my favorite beers of all time is Taras Boulba from Brasserie De La Senne. If you are in the Atlanta area definitely check out Halfway Crooks Beer. They are making some really great beers.

Follow Josh Online

Website: outrunbrewingco.com | Facebook: [Outrun Brewing Company](#) | Twitter: [@outrunbrewingco](#) | Instagram: [@outrunbrewingco](#) | LinkedIn: [Joshua Miller](#)



Distance Dancing: Georgia College dancers find way to keep moving

Theatre & Dance, Department of: Thursday April 9, 2020

Student instructors from dance pedagogy are using online tutorials to continue teaching their young community pupils in the Georgia College Community Dance program.

Dance your troubles away



Ballet class at home for now. (they are going to hate me for posting this) [See more](#)
Students practice dance online during COVID-19 crisis.

Meanwhile, senior dance instructor Natalie King continues her classes live and in real time via WebEx and ZOOM. She encourages dozens of tiny moving figures on her computer screen, while also homeschooling her daughter.

“

Given what’s happened in our communities and globally, I think it’s really important to recognize catharsis and how the arts help us experience catharsis, and dance in particular. And so what I hope for my students, as we move together, is that they can experience release from tension and that it

helps them get through the rest of their activities.

- Natalie King, senior dance lecturer

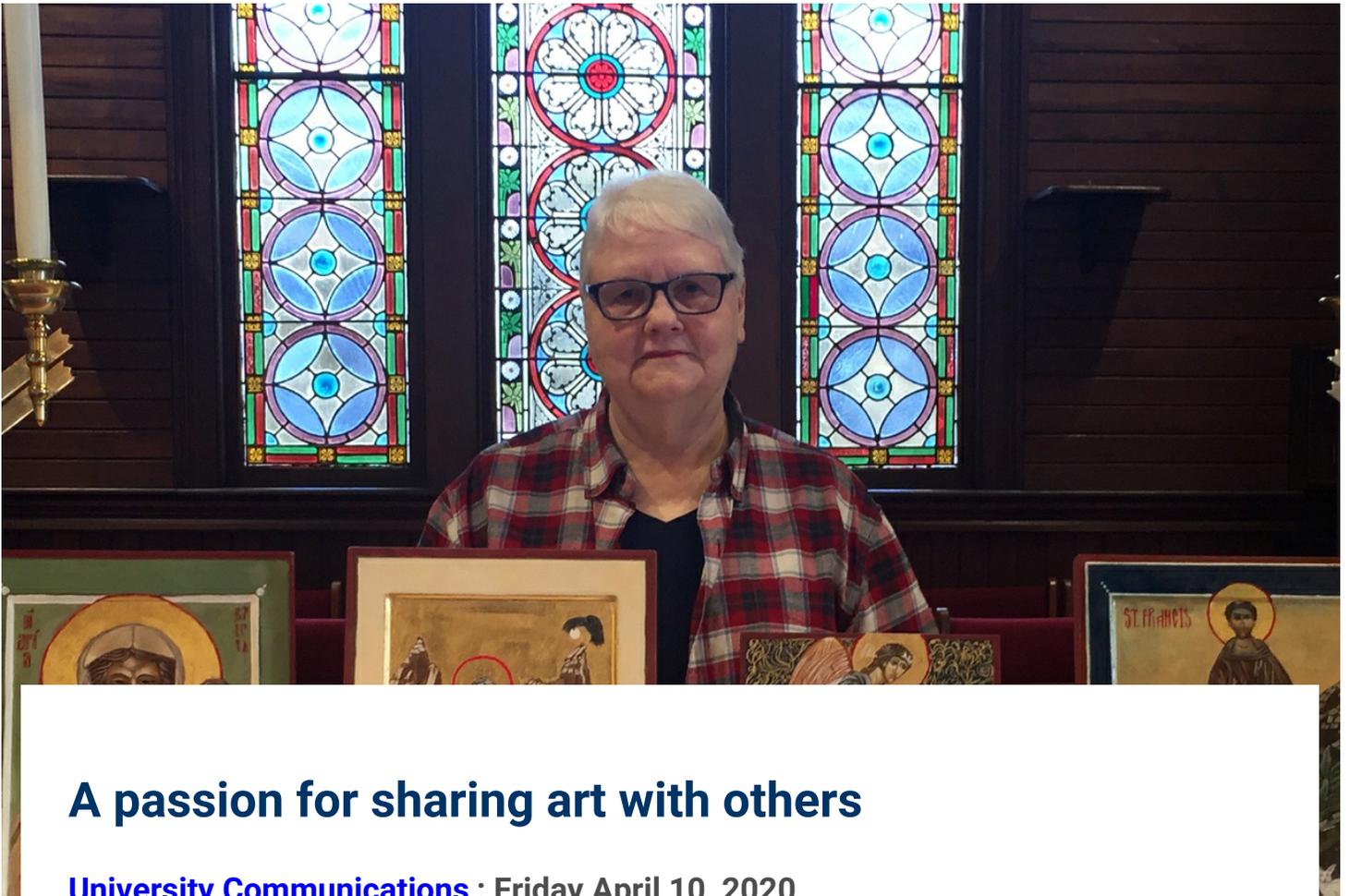
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No dance class, but I am still going to practice! See More

Student practicing ballet at home.

News Stories Posted Friday April 10, 2020



A passion for sharing art with others

[University Communications](#) : Friday April 10, 2020

An artist by nature, Dorothy "Dottie" Brown, '81, was chair of Georgia College's Art Department for 16 years, starting in 1985. However, she did so much more. Her involvement with the community speaks volumes. She continues to share her gift of art with the community and encourages others to follow suit.

During her time as chair of the Art Department, Brown taught and advised students.

"I just loved it," she said. "I also loved teaching. When you advise students within your department, you really get to know them."

The thing she was most proud of during her tenure was to secure more space in two newly renovated buildings for the Art Department: Blackbridge Hall, which housed faculty offices, and Mayfair, which contained art studios and faculty offices. Later, the department was eventually given Ennis Hall. Prior to obtaining these spaces, the department was located in the basement of Porter Hall.

“The one thing I was really proud of is that we got space,” Brown said. “The students and faculty had more space to create.”

When Brown started her career as chair of the Art Department, there were three faculty members. She was tasked with building the department and finding quality faculty. By the time she retired, there were 11 faculty positions.

“I really felt good about increasing space and the number of faculty and students,” she said. “I also really felt good about the quality of students we were turning out. These students had a good foundation in art history, design and techniques. We had students major in art therapy, art history and many areas of studio art.”



Dottie Brown displays her religious icon paintings.

In the beginning of her term as chair, Brown also taught jewelry making, drawing, painting and design, while one faculty member taught art history and art appreciation and the other faculty member taught weaving and design.

“It was one of those situations where all the faculty pitched in until we could gradually increase the number,” she said. Their work with the students and the presentation of the material they taught was outstanding.”

Although Brown already had an undergraduate and master's degree in art education, she wanted to pursue a master's degree in business administration from Georgia College.

"I went to see Dr. Joe Specht, who was head of the School of Business. And he said, 'Dottie, we're so happy to have you here,'" she said. "Then, Georgia College enrolled me in accounting. I'll never forget my accounting professor. I felt so sorry for him, because whenever he had office hours, I was in his office for assistance. It was interesting to a certain point. Accounting is definitely not for right-brained people, but I got through it with help. The remaining course work was very interesting and challenging."

She took the principles she learned from the School of Business and applied them to the Art Department, the classroom, as well as the Mary Vinson Library, where she served as chair of the board for 10 years.

When she was chair of the library, the director and his assistant resigned, which meant Brown had to assume that role until an interim director was assigned.

"I looked at the library's staff and said, 'OK, what has to be done right now?' That's what you do. I applied those principles that I had learned at Georgia College from one area to another."

When the interim director of the library arrived, Brown and the staff had a brief period of time to figure out what characteristics and skills would be best in a new director.

"We did what needed to be done until the interim director took over, so that when we hired a permanent director, everything ran smoothly."

"When I was art department chair, I learned you sit down with your faculty and listen to them. You do as much of the busy work for them as you possibly can," said Brown. "And, you rely on them to push the goals and ideals that your department wants to pass onto the students."

Brown wanted her students to gain a sense of community, so she had them go to the Mary Vinson Library to do puppet shows and to local elementary schools to work with the students in art.

"My art students made the puppets and did puppet shows," she said. "I also sent them out to the public elementary schools, because art wasn't offered to these students at that time. Trying to integrate art into the schools and the lives of children was really rewarding. I loved it."

“

“Trying to integrate art into the schools and the lives of children was really rewarding. I loved it.”

- Dottie Brown

”

Brown still works with some of the library staff to do workshops on bookbinding. She also has been painting religious icons for nearly 25 years. Her Byzantine, early medieval graduate studies in Europe sparked her interest in painting them.

“Religious icons are somewhat flat and have no depth in the background. One doesn't see a lot of shading with lights and darks—all the elements that make a figure three dimensional,” said Brown. “When the early church started painting the icons, they used this method to keep people from using them as an idol. Instead, they were used to teach people history of the church and the lives of the saints.”

Brown has worked alongside many international iconographers learning to paint religious icons. A large icon can take several months to paint, while the smaller ones take less time. She uses egg tempura—a painting medium that the icon painters used during the Byzantine and early middle ages.



Dottie Brown's religious icon paintings.

When Brown retired as chair of the Art Department, she asked to have an exhibit. Georgia College invited students and alumni she had taught to participate. She exhibited three large icon paintings—the Christ figure, St. John the Baptist and the Virgin Mary and several smaller ones of saints.

“It was really a pleasure to see how the skills of our alumni had grown and how their work and techniques had developed,” she said. “Some of them were in master’s programs and some of them had continued to work in the art field.”

Brown donated the large icons from the exhibit, plus several other icons to St. Stephen's Episcopal Church in Milledgeville.

Today, she teaches a class in icon painting each year at St. Stephen's.

“If you have a talent or gift that God has given you, you have to share it,” Brown said. “Failure to share knowledge or a gift you have been given is selfish.”



Congratulations Class of 2020

May 2020: Senior's curiosity leads her to world of language, culture and literature

[English, Department of](#) : Friday April 10, 2020

Aurora Perez

Major: Double major in English Spanish Language and Literature

Hometown: I've been fortunate enough to call a few places home; as a young child I lived in Mexico's Yucatan peninsula, then seven years in New England, and lastly, I've resided in Georgia for the past ten years. Therefore, my experiences before college have been heavily impacted by geography and culture. In each region that I've lived in I've felt part of a new community and have been influenced by each one. I was born on Isla Mujeres, where I had familial ties to the Mayan indigenous community; this felt worlds away from my experience as a student at a private high school in Georgia.

What made you choose your major? Going into college there was a sort of tension with identity and a struggle to put all my experiences coherently together. I knew that I wanted to appreciate and learn more about the complex history of the Spanish speaking world, while indulging my curiosity for literature. I have never been able to comprehend things as flat, with a singular story, which was perfect for



Aurora Perez

the type of cross-cultural, intertextual, and interdisciplinary educational foundation I've received.

What was your favorite class or professor and why? It would be unfair for me to try to pinpoint exactly what class or professor has been my favorite within both departments because each has been so critical to my academic growth. I feel that I have found a solidarity within academia thanks to my professors who share their passions and specializations. However, I can identify the source of what makes each class special for me and that would be the dialectic relationship that comes with the study of a subject. The seeming paradox that every solution that seems to be found always heralds in its counterpoint and creates new questions to be had.

The anxiety that I had felt earlier in trying to piece together so many contradictions and

tensions finally found a place to manifest itself. I learned that when writing any paper-which within two majors that are literary intensive has been many- the most critical point in fleshing out my argument is finding the tensions, or the contradictions, within a text or film. In this way I found that something which I had previously found problematic became part of a process which has helped me burn down to the essence of what I hope to convey in my essays.

What activities were you involved with at GC? With my fascination and proclivity towards trying to get as much of an intercultural experience as I can, I've had many fulfilling experiences as an undergrad at Georgia College. As part of the International Club here I've had the pleasure to know students from all around the world, learn more about their cultures and languages, and build close friendships. I will cherish these memories and experiences and I hope that one day I can travel to the places I had the chance to learn more about through the international students.

What was one of your favorite memories at Georgia College? One of my favorite memories at Georgia College is the annual international dinner which the International Club hosts. The international club's members cook dinner for hundreds of people and the students do performances to represent their country. This event is open to students, faculty, anyone in the community and is a great occasion that facilitates learning and sharing for people of all ages and backgrounds.

Regarding my studies I have also sought to write and learn about cultures outside of English and Spanish speaking countries. I'm currently writing a paper about Hayao Miyazaki's films and for this project it is necessary to learn more deeply about the history of Japan's literature, film, and literary movements. I've enjoyed watching Tokyo Story by Yasujiro Ozu, reading Frederick Jameson's "In the Mirror of Alternate Modernities," and some Japanese short stories by Sōseki. This semester I even audited a Mandarin Chinese language course, convinced that I needed to take the opportunity. Over the years I've had a growing appreciation for Chinese culture and cinema, from Wong Kar-Wai's stunning aesthetics to Confucianism philosophy.

What do you plan to do after completing your degree? My liberal arts education has served me well and created a solid foundation for me to build upon. I am aware of where my interests lie and the subjects that fascinate me most have been representation, media, film, and literature. I've been accepted into Georgia Tech for a Master of Science program in Applied Languages and Intercultural Studies which I am pursuing to further my education. Within the English department I took a film theory class and for another class I watched the film "Roma" by Mexican director Alfonso Cuarón, which has led me to think about a future project: the historical oppression women and indigenous communities have faced in Mexico, and in this new age of technology how it could be possible to bridge the gap between these underserved communities and their access to digital platforms.



Reaching students through dance

[University Communications](#) : Friday April 10, 2020

Terra Gallemore Hitchcock's, '97, '00, career has led her to work at Georgia Department of Vocational Rehabilitation, Mercer University, Miller Middle School and now Cirrus Academy Charter School as director of the Fine Arts program. But dance had always captivated her.

"Dance has always been my first love," she said. "It was always calling me."

Her passion began at the age of five, where she would dance in front of the mirror in her mother's bedroom, impersonating Janet Jackson, and it grew from there. Shortly after earning her undergraduate degree, Hitchcock pursued dance in Atlanta.

"At the time, I was afraid to tell people I wanted to be a dancer," she said. "I felt like they wouldn't think of it as a real career. I



Terra Gallemore Hitchcock at her dance studio.

thought people would say, 'She's not going to make a livelihood with dancing.' But, that's exactly what has happened."

Today, Hitchcock teaches dance at Kali Dance Studio for the Arts and Cirrus Academy. As the owner of the dance studio, she teaches nearly 100 students, ages two to adult. While at the academy, Hitchcock instructs approximately 400 kindergarten-to-eighth grade students in dance and other fine arts. Hitchcock's hope is for all of her students to embrace dance as a way to express themselves.



Hitchcock instructs her student on arm placement.

"Once my students get into dancing, they may realize, 'This is my thing,'" Hitchcock said. "I've really seen some kids' lives change. I had a student tell me, 'You really just don't know what the studio did for me. Coming here to dance was an escape,' This gives me chills just thinking about it."

As a dance teacher and the head of the Fine Arts program, Hitchcock feels she got her start as a leader at Georgia College.

"I learned how to be a leader and how to strive for excellence," she said. "Just being on campus and the atmosphere at GC, you can't help but be impacted and motivated by what you see. The professors, the staff—everybody helped me to be a leader. If feel like they played a role in getting me to where I'm at now."

Hitchcock's sociology classes helped her understand some of the behaviors and needs of the students in class, which, in turn, helps her in giving them advice,

providing them with resources and ways to reach their desired goals.

"I've taught a number of students who all come from different backgrounds, and experience has taught me that no one child is alike," she said. "As a teacher and role model, I must address the individual needs of my students in order to help them flourish and reach their full potential."

Her public administration courses at Georgia College encouraged her to set goals and to make a difference with Cirrus Academy's staff and students.

"My purpose is to expose them to a world that will not only light a fire, but encourage them to dream big," said Hitchcock. "They will know that their dreams and goals can be obtained with discipline, consistency and hard work."

Hitchcock wants to dedicate her life to teaching dance as a craft.



Terra Gallemore Hitchcock at her studio.

“The students inspire me to do it,” she said. “When I see a child come in, they may not be as gifted as another child, but they really want to learn. That lets you know they’re teachable. So, when I see they’re at the beginning stages, then I see the progression of where they are now and where they could be. It just amazes me.”

One such student was Christopher Crawford, whom Hitchcock taught dance to in middle school. She recognized his passion for dance.

“I always knew Christopher had the gift of dance in him,” Hitchcock said. “To see him then battling about whether he was going to do it, and to see him now—it’s incredible. This boy just comes to life when he dances.”

Crawford received a three-year scholarship from the University of North Carolina School of the Arts and was featured on the cover of the university’s magazine. He also received the Nutcracker Foundation Scholarship, William Bondurant Scholarship, Brown/Fulton Dance General Scholarship and the Besty Friday Scholarship. In addition, Crawford went on to become the Nutcracker for the play in Macon.



Hitchcock shares a smile with her students during warm up.

Hitchcock considers herself a nurturer. Through dance, she consistently works hard to develop a connection with all of her students.

“I let them know if they work hard at dance, they can achieve it,” she said. “I feel that by listening to them, I can be someone they can rely on. They’ll confide in me and tell me what they won’t tell their parents, but I’m still able to reach them and still help the parents.”

She inspires her students every day through positive affirmations and encouraging them to be authentic and the best they can be.

“We have a little boy in the Princess and Tots class,” she said. “He is the cutest. I wasn’t feeling good last week, but when Barack came in the class with that smile, it was over. He is loving it. It hasn’t hit him that there’s a lot of girls in here, yet. But his parents want to expose him to everything. And I tell my boys all the time, that there are athletes, like Seattle Seahawks Quarterback Russell Wilson, who dance. When I say that to them is when I reach them.”

“

“My purpose is to expose them to a world that will not only light a fire, but encourage them to dream big,” said Hitchcock. “They will know that their dreams and goals can be obtained with discipline, consistency and hard work.”

- Terra Gallemore Hitchcock

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Hitchcock encourages everyone to find their purpose and their passion in whatever they love and to pursue it with everything in them.

Actress Victoria Rowell, who formerly played Drucilla Winters on the daytime drama *The Young and the Restless* visited Macon. Hitchcock’s students performed for the actress and got to meet her. She is an example of how dance helped her gain success.

“That was particularly rewarding for me,” Hitchcock said. “She was a foster child and got her start dancing, which led her to acting.”

“I, too, am living my purpose,” she said. “Often times when people get to be my age, they don’t have a purpose. They really don’t know what they’re supposed to be doing. But I know what I’m supposed to be doing. And I feel it’s a blessing for me to be able to reach my students and anybody I come in contact with through dance. When I get them in here, I see other things. I feel like it’s bigger than dance sometimes, but dance is the connection.”



Student Giving Society formed to better represent student body

[University Communications](#) : Friday April 10, 2020

Born out of the need to maximize the Georgia College student experience, the Student Giving Society (SGS) was formed in January. Senior Class Giving transformed into the Student Giving Society to be more inclusive of its entire student body.

To date, 153 students have raised more than \$3,106 to support 22 various funds across campus. These include: A Seat at the Table Annual Food Scholarship—feeding students who otherwise may not be able to eat at Georgia College, as one in three students is food insecure; Helping Hands Hardship Fund—assistance for students who suffer from financial hardships due to COVID-19, the GIVE Center—helping students and members of the community, wellness; and recreation—to serve students’ wellness needs, as well as the following university initiatives:

- Art Department
- Athletics Administration
- Campus Life
- College of Arts & Sciences Excellence Fund
- College of Business Excellence Fund



SGS logo



SGS giving steps

-
- College of Education
 - College of Health Sciences
 - Georgia College Panhellenic Council Endowed Scholarship
 - Government & Sociology Department
 - Heritage Fund
 - Information Systems & Computer Science
 - International Scholarships and International Dinner
 - Music Therapy Department
 - NPHC Historical Preservation Foundation Account
 - Nursing Center
 - The GIVE Center
 - Theatre
 - Undesignated Scholarships
 - Women's Resource Center

Each month throughout the academic year, University Advancement apprises seniors about the program. Beginning in February, freshmen, sophomores and juniors were notified of the SGS.

"We hope our students learn and understand the impact of their gifts as freshmen to seniors and finally, to alumni," said Julia Sweeney, assistant director Advancement Marketing.

"We also wanted to create an opportunity to recognize not only seniors giving back to campus, but all students who currently experience GC. When they participate, they can truly experience how their donations make a difference in their education."

[SGA President Amelia Lord introduces the Student Giving Society.](#)

There are benefits to students who belong to SGS. They get more opportunities to engage and connect with alumni, as well as become student leaders in their disciplines across campus.

"I gave back to Georgia College, because it has provided me with so much growth and opportunity and has given me life-long friends that I will be forever thankful for," said senior Rebecca Lawrence. "I chose to donate to the Georgia College Athletics program, because the department has supported me throughout my entire college career and has made sure I succeed in every way possible. I hope in my giving that someone else will be able to have the same awesome experience at Georgia College that I have had."

SGS seniors receive a cord and will be recognized by Dr. Dorman at graduation. Members of SGS will be inaugural members and receive a free t-shirt and gain exclusive access to networking events with alumni and prestigious community members.

Prior to COVID-19, Sweeney also planned to celebrate SGS members with Georgia College's annual Philanthro-party and unveil its new SGS display. It would've shown yearly participation numbers broken down by class in April. However, it has been canceled.

The act of giving creates a world of opportunities for students.

"Our hopes are for all students to not only understand the impact of their gift and want to participate in giving back to Georgia College, but also to engage in the opportunities we are creating for them," said Jill Selby, donor engagement assistant for Annual & Constituent Giving. "Through this, we are trying to build a bridge of engagement with alumni, community members and other donors starting as early as freshman year for students to make connections and build relationships."

To learn more about SGS, contact Jill Selby at 478-445-8637 or jill.selby@gcsu.edu.

News Stories Posted Monday April 13, 2020



Georgia College donates gowns and UV-C lamps to Navicent Health Baldwin

[Chemistry, Physics, & Astronomy, Department of](#): Monday April 13, 2020

Two UV-C lamps—that disinfect against bacteria and viruses—have been donated by Georgia College to Navicent Health Baldwin Hospital, along with 100 medical gowns.

The lamps can be used to prolong the life of disposable isolation gowns, making them reusable at a time most hospitals are facing shortages from COVID-19.

“We all have a part to do. If everyone’s not doing their part to row the boat, then the boat may never make it to its destination,” said Dr. Sheri Noviello, dean of Health Sciences at Georgia College.

“

I've been a nurse for almost 34 years. The majority of my clinical experience was spent in the emergency room setting—experiencing heavy patient loads, chaos and tragedy. Life and death were a pretty routine occurrence. Even so, I have not experienced a pandemic like this in my career.

- Dr. Sheri Noviella, dean of the College of Health Sciences

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Georgia College also recently redistributed other medical supplies for hospitals, such as ventilators, goggles, gloves, sanitizer, masks and shoe coverings.

[Dr. Sheri Noviello talks about helping out in time of crisis.](#)

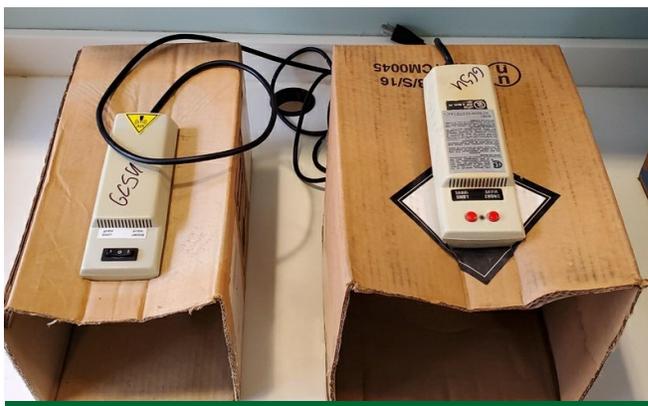
Noviello reached out to chief nursing officer at Navicent Health Baldwin, Lorraine Daniel, who pinpointed a local critical need for hospital gowns. Problem-solving by distance, Noviello discovered there were 100 gowns at Georgia College Public Safety, as part of the university's emergency management and disaster response program. They open to the back with a string for tying. A vinyl-like material covers the arms and legs.

“When a patient is in isolation—that requires a gown,” Noviello said. “Every healthcare personnel who enters the room must also put on a gown. Every time someone leaves that patient's room, the gown must be thrown away.”

“Just imagine,” she said, “every time vital signs are taken, meds are given, a procedure is done—a gown must be worn for each entry into the room. That's a lot of gowns.”



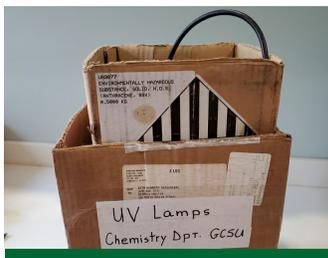
Isolation gowns donated by Public Safety.



UV-C lamps donated to Navicent Health Baldwin by Georgia College.

Noviello also realized heat from UV-C lamps could allow medical personnel to disinfect and safely reuse the gowns. She reached out to Eric Tenbus, dean of the College of Arts and Sciences, and he put her in touch with Dr. Chavonda Mills, chair of Chemistry, Physics and Astronomy. That department had three UV-C lamps, but Navicent Health Baldwin only needed two.

On campus, lamps are used in organic chemistry to illuminate molecules that shine under UV light and appear as different colors, said Dr. David Zoetewey, assistant professor of chemistry. In biochemistry, lamps are used to make DNA fluoresce.



Packaged and ready to go.

The UV-C lamps and gowns were delivered to Navicent after Public Safety Director Brett Stanelle followed University System of Georgia (USG) protocols and received approval from GEMA (Georgia Emergency Homeland Security Agency). The donations were picked up April 9 by Baldwin County Emergency Management Agency (EMA) Director Wayne Johnson and delivered to Navicent.

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The opportunity to be of service to healthcare employees as they work tirelessly to combat the COVID-19 pandemic is truly an honor. We instill in our students the importance of civic responsibility, service-oriented leadership and volunteerism—and we are able to model these behaviors by making this small donation.

- Dr. Chavonda Mills, chair of Chemistry, Physics and Astronomy

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“The opportunity to be of service to healthcare employees as they work tirelessly to combat the COVID-19 pandemic is truly an honor,” Mills said. “We instill in our students the importance of civic responsibility, service-oriented leadership and volunteerism—and we are able to model these behaviors by making this small donation.”

“Healthcare workers are risking their lives to save others,” she said. “Donating our UV-C lamps is our small way of saying thank you, and we hope that our donation will make their jobs easier and safer.”

Using UV-C lamps to disinfect gowns during COVID-19 is just starting to gain national attention. UV-C radiation is a germicide that can kill 99.9 percent of bacteria and viruses, including other coronaviruses, according to International Ultraviolet Association (IUVA), which was quoted in a recent CVT News article.

“The UV lamps disinfect by disrupting DNA and RNA in any living organism like mold, bacteria or even a virus,” Zoetewey said. “UV light is a very high energy light that causes the DNA or RNA to become cross-linked, and this disrupts how well it can do its job inside a cell.”



Donations being delivered.

UV radiation, like UV-B, reaches the Earth and causes sunburn, wrinkles, age spots and skin cancer. But UV-C is more dangerous to all genetic material. Normally, the ozone layer keeps people from direct exposure to UV-C. When produced artificially in UV-C lamps, however, the radiation can be used to break down pathogens in water and air or on surfaces. It renders germs incapable of functioning or

reproducing.

As a nurse educator, Noviello said it's difficult to be in the shadows, unable to help. She has great respect for every healthcare worker—from individuals who clean floors and pick up trash to lab technicians, nurses and physicians.

“

Checking in to see if there's anything I can do has given me a bit of comfort. I contributed many years and long hours to the care of critically-ill patients. I understand the physical and emotional exhaustion that overwhelms you at times. Just when you think you can't do it any more—you save a life, you make a difference, you get an occasional thank you or another team member gives you encouragement to carry on for the greater good.

- Dr. Sheri Noviello

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“My heart goes out to them,” she said, “Anything we can do to help is paled by the commitment and dedication of the nation's healthcare teams.”



May 2020: Future teacher found her home at Georgia College

[College of Education](#) : Monday April 13, 2020



Christina Saraiva

Christina Saraiva

What's your major? I majored in Middle Grades Education with a concentration in math and English.

Where are you from? I was born in New York, and moved to Georgia when I was a freshman in high school. I attended Lassiter High School in Marietta. Since I moved here from New York, I wasn't familiar

with college programs in Georgia. I didn't have aunts, uncles, cousins, or anyone that had went to college here. Since my counselor knew I wanted to be a teacher, she shared several schools that were known for their education programs. She recommended Georgia College, and I applied Early Action. I was accepted but had never been to the school before. I told my mom that I should probably go check it out since I got accepted, and we did. As soon as I stepped on campus, I knew this would be my home for the next four years. I felt so welcomed by the Georgia College Ambassadors and fell in love with the campus. I headed over to West Campus, and put in a housing application the same day. I am so thankful my counselor encouraged me to apply. In that moment, I had no idea how much Georgia College would have an impact on me.

What activities have you been involved with during college? I student taught at Early College, Ridge Road Elementary School in Washington County, Gray Station in Jones County, and Wilkinson County Middle School. I loved teaching so much that I was a Sunday School teacher. I taught pre-k through first grade children on Sundays.

[Video](#)

What was your favorite class/professor and why? There were two math teachers that made an impact on the way I teach, Dr. Santarone and Dr. Abney. Dr. Sanatarone taught Mathematical Investigating, where we learned ways to teach students difficult math concepts (like fractions) in a hands-on way. Math concepts can be so abstract for students, and using manipulatives made the abstract concepts more concrete. One of my most fondest memories from this class was doing the locker problem. If you ever get bored, go ahead and try it. It's so famous that when you search it on google it will come up (but don't look at the answer key). It takes forever, but the feeling of accomplishing it at the end is so worth it. Dr. Abney taught two math classes but these classes only for math concentrations, concepts in Algebra and concepts in Geometry. Most of us in the class had taken geometry and algebra before, but trust me, it didn't help. Instead of telling us how she would teach a class, she acted as a role model. She would present us with a problem, and it would probably take us majority of the class to solve it. Once we all had solved the problem, every group would present how they solved. There were always multiple ways to solve a problem, but we all got the same answer. She emphasized that there doesn't need to be 'one' way, and we should encourage this in our future classes. She modeled for us that if students struggle, let them! It's truly productive struggle. Don't worry, she eventually would walk around and ask follow up questions to help guide our thinking if we were really stuck. After solving each problem, we went over it and connected mathematical vocabulary and academic language. But it made so much more sense because we had figured it out already, now we were just putting a label on it. I do love math so I could be biased but these were my favorite classes. These classes were unlike any other math course I took at Georgia College. The titles of the classes may sound easy but wow, I have never been more challenged. The thing that made these classes challenging is that you had to 'forget' what you learned and start from scratch because that's how we are going to teach our students. These classes were built on the ideas of constructivism. For example, when we teach students how to add/sub negative and positive numbers, instead of giving them the rules, we give them an experience that would help them construct the meaning of it. Constructivism has become a main part of my philosophy as a teacher. Instead of giving students rules or steps to solve in the beginning, I want to present students with problems where they can construct their own meaning of concepts. Dr. Santarone and Dr. Abney are effective math teachers who engage you in the lesson

every day. They encourage collaboration and that helped us all build relationships with people in our cohort. We struggled together and celebrated together!

How has your experience at Georgia College helped you grow in your field or as a person? Georgia College has helped me develop as a middle grades educator. The Middle Grades program at Georgia College is one of the top teacher prep programs in the nation. This year, we won two awards at AMLE. We won Outstanding CMLA Chapter. (CMLA stands for Collegiate Middle Level Association). We also won the Outstanding Middle Grades Undergraduate Teacher Education Program. These two awards were awarded by the National Association of Professors of Middle Level Education (NaPOMLE), which is an affiliate of Association of Middle Level Education (AMLE). During the two years in the middle grades program, I have attended the GCTM conference, attended the AMLE annual conference in Nashville, and presented at a research conference at KSU. I would like to add that Dr. Peters drove all sixteen of us in a bus to Nashville to attend the AMLE conference, and drove us back and forth to the hotel to the conference daily. We were awarded the Chapter Grant which covered some of the expenses of attending the trip. Additionally, I have taken part in several professional learning opportunities. I became Summit Chair for Georgia College's CMLA; Summit is a student led conference, and our theme was "Be the Change you Want to See!" I worked closely with Mark Springer, our keynote speaker. Through this experience, I developed leadership, organization, and collaboration skills all of which are best practices for teachers. I have been in multiple placements starting in my freshman year, where I have designed and implemented lesson plans, attended parent/teacher conferences, attended data meetings, and conducted a teacher work sample where I analyzed student's performance overtime. As a senior, I have been in the same middle school all year since pre-planning; I go to placement Monday through Friday. In all the education classes, we talked about educational philosophy and theories but being able to put those in practice was a rewarding experience. Dr. Previts encouraged self-assessment and reflection throughout my time in the cohort which showed me how much I had developed over time. Looking back, I am amazed by how much we (the senior cohort) have developed in such a short time. I was also fortunate to be a part of the iPad Initiative, because I learned how to integrate technology in my classroom. Dr. Greer and Dr. Previts taught us numerous ways we can use the iPads in our classroom to enhance student learning. We became Apple and Google Educator certified. We also used the iPads to record ourselves teaching so that we can reflect on our practice to develop as educators. Dr. Mizelle taught several classes as well. She emphasized how important reading is in any classroom. She encouraged all content teachers to incorporate reading, even math! Dr. Previts and Dr. Mizelle taught us how important it is to build a classroom community as they modeled it for us in our cohort. Yes the program was a lot of work, but worth it in the end. I have never felt so prepared to have my own classroom next year. I am so excited to meet my future students. I am so thankful for my cohort members, because we leaned on each other in the hard times and celebrated our achievements together.

Throughout the two years in the program, we developed relationships that will last forever.

What are your plans after graduation? My first plan was to take a cruise around Greece, but that trip has been rescheduled for next summer!! I love to travel, so I included a picture of me in Peru during winter break below. I accepted a math teacher position at Mill Creek Middle School in Cherokee County! It's close to hometown so I'll still be close to family and friends. I'm planning on moving into an apartment in Woodstock. After my first-year teaching, I plan to come back to Georgia College to get my masters. I would like to add that during the teacher recruitment fair at Georgia College and interviews, I never felt stumped. I had so many experiences to talk about, because the middle grades education program had prepared us so well. I felt like all the interviewers and recruiters were impressed. We all had unique stories and experiences to tell that made us stand out. I'm grateful for the many opportunities Georgia College has provided me with.

Anything else you'd like to mention? I'm so sad that I won't walk the stage with my fellow peers, but I am proud to be a Georgia College Grad. This experience has taught me how to live in the moment. I used to be so upset on Sundays about having to go back to classes and back to student teaching because it would mean going back to reality and all my responsibilities. But now, I would do anything to go back to school and see my students again! This experience has also taught me to be thankful for the little things in life. Being able to walk around the store without the fear of getting sick is something I never thought to be grateful for but now I will be. I mean who knew going to TJMaxx would become such a luxury outing. I took so much for granted, and this pandemic has truly put things in perspective.



Group photo

News Stories Posted Tuesday April 14, 2020



Coronavirus Updates to Faculty and Staff

[University Communications](#) : Tuesday April 14, 2020

Aug 3, 2021- 11:59 a.m.

Dear Georgia College Community:

Thanks to all students, faculty and staff who have helped make Georgia College a truly special place to study, learn, teach and serve despite the many challenges the COVID-19 pandemic has brought. We know this has been a very difficult and challenging time for all throughout the pandemic. Following USG guidance, we are resuming normal campus operations, but we are also grappling with the emergence of COVID variants.

To those who have already chosen to be vaccinated, we extend our sincerest thanks. That decision undoubtedly will protect you and your loved ones, and assist us to protect the entire campus community. The consensus from the medical community and public health officials is clear and compelling: vaccines do in fact work and they are safe.

Currently, the vast majority of hospitalizations related to COVID illnesses are experienced by unvaccinated individuals. Therefore, for those individuals who are unvaccinated, we ask that you please reflect deeply on the available information and advice from your personal physician. We strongly encourage you to make an informed decision about your health and the well-being of others around you. Please know that vaccinations are available on campus through our Student Health Services Department. For more information, please contact Student Health Services at 478-445-5288 or via [email](#).

We want our students to return to a rich and memorable college experience that only GC can provide! Many thanks for your consideration of this important request. We look forward to seeing you back on campus soon!

Warm Regards,

Dr. Steve Dorman
President

Dr. Costas Spirou
Provost and Vice President for Academic Affairs

Lee Fruitticher
Vice President for Finance and Administration &
Interim Vice President for University Advancement

Dr. Shawn Brooks
Vice President for Student Life

Monica Starley
Special Assistant to the President

May 14, 2021- 9:43 a.m.

Dear Campus Community:

As you may already know, yesterday the CDC has [updated](#) its guidance regarding face masks for those individuals who have been vaccinated. Effective immediately, the University System of Georgia has now asked all campuses to resume classes and other activities without the requirement to wear a mask or remain physically distant. The [CDC](#) and the [Georgia Department of Public Health](#) have affirmed the [safety](#) and [effectiveness](#) of available vaccines. Anyone who has not yet been vaccinated is strongly encouraged to get a vaccine as soon as possible. Georgia College employees and students are encouraged to contact Student Health

Services to secure an appointment for vaccination.

Unvaccinated individuals are being asked to continue to wear a face covering and socially distance from others whenever possible in order to protect themselves and others around them.

Adherence to this updated guidance is based on personal responsibility.

I would like to take this opportunity to thank the entire campus community for being so vigilant against the spread of COVID-19 by wearing face masks, remaining socially distant, and regularly washing hands and sanitizing work areas. I am delighted that we are moving closer toward normalcy as we prepare campus for the fall semester.

Sincerely,

Steve M. Dorman
President

March 10, 2021- 4:31 p.m.

Dear Campus Community:

Earlier today, Governor Kemp announced further expansions to the COVID-19 vaccine eligibility criteria beginning Monday, March 15th. Currently, Georgia College does not yet have access to any vaccines. While we wait for the limited quantities we expect to receive, I highly encourage anyone who falls into these three new categories to get an appointment as soon as possible with the DPH or any other site that is accepting vaccine registrations.

Specifically, the following categories can register for the vaccine as of March 15:

- individuals 55 or over,
- individuals with disabilities, and
- those 16 and older with certain high-risk definitions.

With respect to the high-risk criteria noted in the third bullet, please refer to the list below:

- [Asthma \(moderate-to-severe\)](#)
- [Cancer](#)
- [Cerebrovascular disease \(affects blood vessels and blood supply to the brain\)](#)
- [Chronic kidney disease](#)
- [COPD \(chronic obstructive pulmonary disease\)](#)

- [Cystic fibrosis](#)
- [Down Syndrome](#)
- [Heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
- [Hypertension or high blood pressure](#)
- [Immunocompromised state \(weakened immune system\) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines and Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
- [Liver disease](#)
- [Neurologic conditions, such as dementia](#)
- [Obesity \(body mass index \[BMI\] of 30 kg/m² or higher but < 40 kg/m²\)](#)
- [Overweight \(BMI > 25 kg/m², but < 30 kg/m²\)](#)
- [Pulmonary fibrosis \(having damaged or scarred lung tissues\)](#)
- [Severe Obesity \(BMI ≥ 40 kg/m²\)](#)
- [Sickle cell disease](#)
- [Thalassemia \(a type of blood disorder\)](#)
- [Type 1 diabetes mellitus](#)
- [Type 2 diabetes mellitus](#)

If you currently fall into one of the groups eligible to receive the vaccine, we strongly encourage you to utilize resources with vaccine doses available now.

[DPH has several options on their website](#) where you can register to receive the vaccine, including links to local health departments as well as CVS, Walgreens, Kroger, Walmart and Ingles locations.

Mass vaccination sites have been opened across the state with one in Macon. One will also open later this month in Sandersville. [You can pre-register for the vaccine at those sites here.](#)

Kind Regards,

Angie Childre, MN, NP-C
Director, Student Health Services

January 4, 2021- 4:49 p.m.

Dear Campus Community,

I hope that each of you had an opportunity to take a much-deserved break during this past holiday season. Spending time with friends, family and loved ones has

certainly been challenging as we continue to work to decrease the spread of COVID-19. However, I am constantly reminded of the resilience of our campus community and ability of Bobcats everywhere to work together to keep all of us safe and healthy.

As students return to campus for the Spring semester, we will continue to implement all of the mitigation measures we have adopted since the pandemic started. We will continue to provide a modified face-to-face instructional experience with social distancing and other mitigation measures that have been in place for many months now. Thank you for taking the necessary precautions seriously. Let us continue our resolve:

- Wear a mask to protect yourself and others.
- Practice social distancing.
- Avoid crowded areas and events.
- Wash your hands regularly with soap and water or use hand sanitizer.

During the Spring semester, we also anticipate a gradual resumption of many student activities and social life with the continued emphasis on doing this safely. We will be making more spaces on campus available for Student Life activities and related programming in a manner that is consistent with CDC and public health guidelines. Some of our athletic programs will also resume with some sports activities and intramural programs. Game schedules can be found online at gcbobcats.com. While indoor activities will continue to be limited in an effort to safely socially distance spectators, we do anticipate more active athletics experiences particularly in outdoor settings.

As you know, we encouraged all students to “Go Home Healthy” by providing free COVID tests. As we approach the Spring semester, we are encouraging all students, faculty and staff to take precautions as they plan their re-entry to campus. If you are sick or have been exposed, please do not come to campus. Please consider taking a COVID test prior to returning to campus in an effort to limit possible exposure. Testing will be available to all faculty and staff members on Tuesday, January 5, 2021. Please refer to the Front Page [announcement](#) for more details. We also plan to provide COVID tests on campus on Tuesday (January 19) and Wednesday (January 20) for our students.

An additional message with more information for students and families will be sent from our Vice President for Student Affairs, Dr. Shawn Brooks. That message will include additional details on student activities, athletic programs, student health services, campus dining and counseling services.

I hope each of you will have a safe and productive Spring semester, and I look

forward to seeing you on campus soon!

Warm Regards,

Steve M. Dorman
President
Georgia College & State University

December 22, 2020- 9:07 a.m.

Dear Campus Colleagues:

We know that each of you have experienced tremendous difficulties and challenges as we prepared our campus for face-to-face instruction for the Fall semester. Reopening the campus and keeping yourselves and each other safe would not have been possible without your devotion and deep commitment.

Throughout Georgia College's response to the COVID-19 pandemic, we have remained focused on the health and safety of our faculty, staff and students. This commitment has never wavered, and it remains central to our operations as we begin the Spring semester.

We anticipate starting Spring semester 2021 much like the Fall with face-to-face instruction along with social distancing [and other important mitigation efforts on campus](#). To accomplish social distancing, classroom settings will be reconfigured once again, and section sizes will be reduced with larger rooms continuing to be part of the schedule. Limited student activity programming will be enhanced in accordance with CDC guidelines.

Georgia College will continue to follow the guidance from the Georgia Department of Public Health (GDPH) and the Centers for Disease Control and Prevention (CDC), as well as the USG to ensure that we create a safe environment for everyone on campus. To this end, we are maintaining an ample stock of personal protective equipment (PPE), including washable cloth and disposable face masks, disinfectants, and sanitizing materials. We will continue to request that individual office areas are sanitized while Building Services will continue to routinely clean and sanitize the common areas. For additional PPE or assistance in cleaning or sanitizing workspaces, please submit work orders by calling 478-445-4279 or call Shea Groebner 478-445-2043. Face masks will continue to be required for anyone entering campus and where at least six feet of social distancing will be difficult to maintain.

Individuals who fall into high-risk categories for severe illness with COVID-19 may request alternate work arrangements. If you believe you fall into a high-risk

category that would make you a vulnerable employee, please contact Amber Collins (478-445-4236) at the Georgia College Human Resources Office. Human Resources will review the request and, upon approval, will work with the employee and their immediate supervisor in documenting and providing for an alternate work arrangement.

The tent set-up in the Bell Hall parking lot will be available for usage throughout Spring semester for classes or meeting space. For buildings with HVAC controls, the HVAC shop will continue programming the air conditioning and heating systems to bring in more outside air for improved ventilation. System filters have also been upgraded to minimize the chances of the HVAC system spreading the virus.

All employees will continue to be strongly encouraged to self-monitor before entering campus, and contact Human Resources if any COVID-19 symptoms are experienced. COVID related safety signage will continue to be used as well as other communication to motivate all members of our community and visitors to take the necessary precautions needed to help prevent the spread of the coronavirus. [Additional coronavirus updates can be found online](#)

Non-essential travel continues to be restricted for USG employees. During the pandemic, faculty, staff and students are limited to essential business travel only. This will require travel approval and completion of a Travel Authorization Form. If pandemic restrictions ease during the semester, the campus community will be notified accordingly.

Student Health Services in conjunction with Medlake will make COVID-19 testing available for faculty and staff on Tuesday, January 5 from 10 a.m. to 3 p.m. Human Resources will be setting up appointments upon employee requests so they will not have to wait (although walk-ins will not be turned away). If we experience overwhelming demand, Wednesday, January 6 will be added as an additional testing day. The testing locations will be communicated via Front Page, so please stay tuned.

We also plan to make student testing available on Tuesday, January 19 and Wednesday, January 20 from 10:00 am to 3:00 pm. We strongly encourage students to get tested prior to returning to campus, and more information about these testing dates will be communicated to our students within the first week of January.

We want to take this opportunity to wish each of you a safe, restful, and enjoyable holiday season.

Warm Regards,

Dr. Costas Spirou, Provost and Vice President for Academic Affairs
Ms. Susan Allen, Vice President for Finance and Administration
Dr. Shawn Brooks, Vice President for Student Life

October 8, 2020- 12:15 p.m.

Dear Faculty and Staff:

We want to once again thank you all for your persistent vigilance and flexibility in the face of the COVID-19 pandemic. With your support, we have been able to continue to provide the high-quality learning opportunities for our students for which Georgia College is known. The pandemic has created many challenges which we expect to continue. However, we can stand together in the face of these challenges to ensure that we meet the needs of our students while we provide support for our faculty and staff.

As always, the health and safety of our campus community remains a top priority. Keeping with that, here are some updates for the spring 2021 semester.

We have amended the academic calendar as we continue with our modified face-to-face instruction for the spring semester. Spring classes will begin Tuesday, Jan. 19, instead of the originally scheduled date of Wednesday, Jan. 6. March 8 will be observed as a Reading Day with no classes, and Spring Break, which was originally set for March 15-19, has been removed from the calendar. The last day of classes will be May 4. The final exam period will be shortened from four days to three, and will be held online between May 5-7. The full [revised academic calendar for in-person instruction is available here](#) and [the final exam schedule here](#). This decision aligns with national trends in higher education. The goal of these changes is to ensure learning continues while limiting the potential spread of COVID-19 by reducing travel to and from campus.

Our current mitigation measures across campus will remain in place. Those include social distancing, limiting group gatherings and the face mask requirement in all university facilities. The institution will also continue utilizing Plexiglas barriers, alternative workspace or alternate schedules to ensure social distancing measures are met. [More details on our mitigation measures can be found here](#)

Employees who are currently receiving accommodations will need to re-certify with their physician and outline the specific accommodations needed if this level of detail was not originally collected. Employees may be able to seek new or different

COVID-19 related accommodations for the spring 2021 semester. Appropriate medical documentation supporting the request is required and should be submitted to Human Resources if this level of detail was not originally collected.

Georgia College has been asked to provide an in-person teaching and learning experience wherever possible. This includes those situations where alternative teaching accommodations have been approved. A fully online teaching arrangement will only be approved when alternative arrangements to provide face to face instruction is not possible. Students that make requests for accommodations may be submitted whenever the need arises or as individual circumstances change. However, these requests may be significantly more difficult to accommodate after students have registered for their classes.

Please note that as we move forward we will continue to follow guidance from the Centers for Disease Control, the Georgia Department of Public Health and the University System of Georgia. Please remain vigilant against the spread of COVID-19. Be sure to maintain social distancing, wash your hands often and wear a face mask especially where six feet of social distancing is not possible – both on and off campus. We are encouraged by the lower COVID case counts, among both students and employees, and we hope to see this downward trend continue.

We also encourage all faculty, staff and students to get a flu shot. There will be additional opportunities to take the flu shot on our campus, so please be sure to look for the dates when they are announced on Front Page. And finally, we ask that you remain responsive and adaptable to any changes that come our way.

Thank you for your dedication to our students and resilience in the face of these truly unprecedented challenges. We appreciate your efforts as do our students and their families.

Kind Regards,

President Steve Dorman

Provost Costas Spirou

July 1, 2020- 10:47 a.m.

Dear GC Colleagues,

The legislative session has come to an end and we now have a clearer picture of our budget for FY 2021. I am writing this letter to inform you how we will account

for the current budget reductions. The University System of Georgia (USG) was required to reduce institutional budgets to meet realized and projected state revenue declines. The state funds operating budget recognized a decrease of 10.8% over FY 2020. Reductions were allocated across all institutions proportionally based on the FY 2020 budget.

Fortunately, furloughs will not be implemented to meet the current FY 2021 budget. However, furlough language will remain in the faculty contracts to allow for future flexibility, if needed. In lieu of furloughs, alternative measures were required to meet the budgetary shortfall for FY 2020. These measures are noted below.

New funding for formula funding, which includes funding for enrollment growth, increased square footage, and health insurance increases for FY 2021 was not received. To address the enrollment earnings of the unfunded formula funding, the USG acted to provide increased funds to institutions with growing enrollment, while those institutions with declining credit hour production will see a reduction. Georgia College was slated for a slight increase in enrollment funding thanks to an increase in graduate enrollment in FY 2019.

Funding to support student success system initiatives was allocated and adjustments to funding were made to address a decline in the Teacher's Retirement System employer rate. Undergraduate enrollment declines in FY 2020 and projected FY 2021 have created an additional reduction to revenue streams supporting the operating budget. This cumulative loss in revenue is addressed in the FY 2021 original budget.

Capital project funding and Major Repair and Rehabilitation (MRR) funding is being allocated through state general obligation bonds. Georgia College was approved for FY 2021 funding to support two capital projects (see below), as well as funds to support an approved MMR project.

Summary of Required GC FY 2021 Legislative/USG Budget Changes:

- FY 2021 Budget Reduction for GC: (\$4,083,505)
- FY 2021 Budget Reduction for Georgia Center for Early Language and Literacy: (\$280,680)
- Enrollment Earnings: \$45,448
- Unfunded Health Insurance Increases: (\$289,000)
- Know More, Borrow Less Funding Initiative: \$29,750
- Teacher's Retirement System Rate changes: (\$403,414)
- Teacher's Retirement System Payment for ORP Members: \$55,897
- Tuition Decline: (\$327,752)
- Integrated Science Complex Capital Project: \$2.1 million
- Andalusia Interpretive Center Small Capital Project: \$2 million
- MRR/ HVAC Replacement for Parks Hall: \$1.7 million (estimated allocation)

Georgia College Selected FY 2021 Budgetary Reduction Measures: (\$4,365,809)

- Temporary reduction to all travel budgets: (\$175,000)
- Reduction in institutional contingency funding: (\$1,300,000)
- Reduction in sixty-two departmental budgets across all divisions: (\$149,050)
- Eliminated twenty-two unfilled positions: (\$1,382,071)
- Increased summer revenue institutional overhead two percent: \$133,000
- Redirected permanent lapse funding: (\$217,892)
- Temporary freeze on all non-instructional vacant positions (\$1,008,796)

The bulk of the financial stress recognized in the FY 2021 budget can be attributed to the negative impact of COVID-19. As we collectively work through this uncertain time with austere budgets, faculty, staff and student health and well-being remain paramount in our efforts. This year's budget, albeit restrained, continues to provide adequate resources needed to achieve student success, student affordability, campus safety measures, and mission-critical initiatives. We are fortunate that we can fund these important activities while at the same time protecting the existing positions we have.

I would like to thank Vice President Allen and her budgetary team for putting together these budget numbers in the system at the last minute so that we all could receive a July pay check. Thanks also to each of you for your patience and understanding as we go through what will be a 'lean' year budgetarily. I am hopeful that as the economy improves, our budget situation will also improve so that we can continue to provide high quality academic programs and an outstanding college experience for our students.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

June 10, 2020- 7:52 a.m.

Colleagues,

The health and safety of Georgia College students, faculty, and staff is of the utmost concern for the university. Out of an abundance of caution, and due to continued concerns over the COVID-19 pandemic, Georgia College will amend the fall semester academic calendar.

Fall classes will begin Wednesday, August 12, instead of the originally scheduled date of Monday, August 17. Fall break, originally set for October 12-13, has been removed from the calendar. The last day of classes will be Tuesday, November 24. Final exams will begin Tuesday, December 1, after the Thanksgiving break and will take place online. [The full revised academic calendar is available here](#), and the [final exam schedule here](#).

The goal of these changes is to ensure learning continues while limiting the potential spread of COVID-19 by reducing travel to and from campus.

This new calendar has been reviewed and approved by the University System of Georgia and is supported and endorsed by the Georgia College academic administration.

More details on the university housing plan and move-in date procedures will be shared as soon as possible. I truly appreciate your continued support as we continue to prepare for a face-to-face, in-person fall semester.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

May 27, 2020 - 2:28 p.m.

Dear GC Colleagues,

We recently submitted plans to the system office outlining a gradual and staggered return to campus. The system office has now authorized us to begin implementing the reopening of our campus. I would like to explain what these next steps will be as we reopen the university. Additional information will follow for faculty members and students as we begin preparing for the Fall semester and beyond.

As always, the health and safety of our campus community remain our top priorities. Therefore, we will do all that we can to comply with executive orders and directives from the Governor's office and ensure that our reopening plan adheres to guidance from the Georgia Department of Public Health (GDPH) and the CDC. As we work through the reopening of our campus, I would like to remind you of our campus values of *Reason, Respect, and Responsibility*. As we implement these reasonable health and safety measures we do so not only because we have a responsibility to keep you healthy and safe, but also because all of us

should respect the health and safety of others on campus.

We will have a gradual and staged return to campus. Movement forward with this plan will be dependent upon continued good health of our employees. As we monitor the progression of this plan, we will not hesitate to slow the progress should we determine there is a spike in COVID-19 cases.

If, after reading this letter, you have questions about your time to return to campus, please do not hesitate to contact your supervisor or your appropriate vice president.

Stage 1, Weeks 1-2: Beginning June 1, all facilities management employees will return to campus as appropriate. In addition, some financial services employees will return to close out the current fiscal year and prepare for the coming financial year. The Georgia College campus will undergo a deep-cleaning process that will last approximately two weeks. All employees involved in this process will be provided with appropriate PPE to perform these duties and will be trained regarding safety and health prior to beginning their job functions. Employees are expected to wear appropriate PPE properly at all times. These procedures will ensure that our campus has been fully cleaned and is ready for the gradual return of faculty and staff. The plan for cleaning campus prior to employees returning or in conjunction with employees returning will use best practices as learned through the Georgia National Guard Training and existing protocols for cleaning campuses. Relevant preparations during this time will include preparing office spaces and high-touch areas such as campus elevators, stairs, restrooms and common areas. Also, appropriate supplies will be provided to encourage mitigation, including hand sanitizers, adjustments to furnishings to ensure appropriate distancing, and the installation of signage and markings that promote safe practices. In some situations, plexiglass barriers may be installed. Please see the attached chart to determine departments and employees who will be returning to campus during this first stage.

Stage 1, Weeks 3-4: On June 15, the university's senior leadership and senior management for academic and administrative units will return to campus as needed to review their overall work environment and ensure appropriate physical configurations are made to adhere to all relevant health and safety guidance. Vice presidents will consult with their extended leadership to determine appropriate scheduling and/or physical environment needs to accommodate appropriate social distancing. Plans must also be made to accommodate visitors to campus offices. It is possible that some units on campus will continue to have flexible work arrangements through a combination of working hour shifts, teleworking, or alternating campus working days. University employees must follow appropriate social distancing guidelines when on campus. University employees must wear face masks except in personal offices and spaces. Please see the attached chart to determine departments and employees who will be returning to campus during

this time.

Stage 2: Beginning June 29, staff from administrative and academic units across campus may return to work on campus on a limited basis. Offices will begin to open to the public on a limited basis with limited staff. Prior to this point, you will be notified by your supervisor regarding work scheduling or physical distancing measures that must be used to comply with a safe work environment. University employees must follow appropriate social distancing guidelines when on campus. University employees must wear face masks except in personal offices and spaces. Please see the attached chart to determine departments and employees who will be returning to campus during this time.

Stage 3: Stage 3 will begin on August 1 as we prepare for faculty and students to return to campus. All offices will be open. Staffing levels will be determined at that time. University employees must follow appropriate social distancing guidelines when on campus. University employees must wear face masks except in personal offices and spaces. Appropriate provisions and modifications to programs may be necessary to comply with recommendations from the Georgia Department of Public Health.

Here are some specific guidelines and things you need to know and practice as you return to campus (This applies to all stages):

- 1. Testing:** At this time, there are no plans to routinely test for COVID-19 among otherwise healthy faculty and staff. However, if you are a GC employee who is sick or becomes sick with COVID-19 symptoms, you will be asked to not be on campus and be expected to provide results of a COVID-19 test prior to your return to campus. You will be assisted by HR in finding the proper outlet for testing.
- 2. Contact tracing:** The Georgia Department of Public Health has committed to contact tracing. If you or someone you work with is diagnosed with COVID-19, the Department of Public Health will be notified. They are the responsible party for contract tracing, and they will determine if further tracing and testing needs to be done by you or others in the office environment.
- 3. Isolation & Quarantine:** If you are COVID-19 positive or believe you have been exposed to COVID-19 prior to coming to work, you must contact HR. If you have become sick while on campus, you will be sent home immediately; and HR will contact you. HR will consult with you regarding your testing options. If testing indicates that you are COVID positive, you will be directed to self-quarantine. During self-quarantine, you will be expected to work from home if possible. Should you become sick, you will be expected to take appropriate leave; and work will be discontinued. If you come into contact with someone who has been identified as COVID-19 positive either on or off the job, you should tell your supervisor, self-

monitor and contact HR immediately. If you have questions regarding your need for a test based upon exposure with others who may or may not have been COVID-19 positive or other potential exposure situations which arise, you may contact Rhonda Dixon in Student Health Services at ext. 1282.

4. Hygiene Expectations: Every employee is expected to follow GPH and CDC basic guidelines:

- Wash your hands often with soap and water for at least 20 seconds.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your cough and sneezes with a tissue or inside your elbow.

5. Face Masks/Face Coverings: Until further notice, all employees, students, and faculty must wear face masks in all public situations, meetings, events and assemblies on campus where there is the likelihood that the social distancing requirements may be compromised. Use of face masks may be discontinued in personal office spaces and residence hall rooms. If you do not have a face mask, one will be provided for you. Visitors to campus offices will be supplied with a mask to use during their interactions on campus.

6. Social Distancing: Please make every effort to comply with the social distancing requirements. This means, when at all possible, you should stay 6-feet away from others and not gather in groups. Please refrain from handshaking and related unnecessary person-to-person contact in the workplace. Please refrain from using other employees' phones, desks, office spaces, or other work tools and equipment.

7. Alternate Work Arrangements will be made for Employees who are at High Risk: Individuals who fall into one of the following GPH and CDC categories for higher risk for severe illness with COVID-19 may request alternate work arrangements. Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:
 - People with chronic lung disease or moderate-to-severe asthma
 - People who have serious heart conditions
 - People who are immunocompromised
 - People with severe obesity (body mass index [BMI] of 40 or higher)
 - People with diabetes
 - People with chronic kidney disease undergoing dialysis

- People with liver disease

The USG Human Resources department has provided a common form for employees to use in making such a request. Documentation for underlying medical conditions will be required as a part of the request. If you believe you fall into a high-risk category that would make you a vulnerable employee, please contact Amber Collins (478-445-4236) at the Georgia College Human Resources Office. GC HR will review the request and, upon approval, will work with the employee and their immediate supervisor in documenting and providing for an alternate work arrangement.

8. Monitoring Employees for COVID-19:

Self-Monitoring – It is your responsibility to monitor your health. Do not come to work if you are ill. All employees should be diligent about self-monitoring. Symptoms of COVID-19 can be found [online](#) and are listed below:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

This is not an exhaustive list of symptoms; and other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea. As more is known, other symptoms may emerge. Employees should be vigilant about checking their own health. If you have any of these symptoms **DO NOT COME TO WORK.**

Temperature Checks – Employees may be asked to engage in temperature checks while on campus. Normal temperature should not exceed 100.4 degrees Fahrenheit without the aid of fever-reducing medications. If an employee shows a temperature above 100.4, the employee will be sent home by their supervisor immediately and should contact their healthcare provider. GC HR will contact the employee that day to determine the extent of the illness. To return to work, employees should provide proof of a negative COVID-19 test result OR should be without a fever above 100.4 for a period of 72 hours without the aid of fever-reducing medications and have no additional symptoms. Employees who are sent home should use applicable leave options which will be described by HR.

9. Travel: Non-essential travel is prohibited until further notice.

10. No non-essential activities: There will be no face-to-face, nonessential

activities conducted on campus during Stages 1 and 2. This includes but is not limited to all internal and external events, camps, facility rentals, campus meetings, intercollegiate activities, intramural activities, Kids University, congregating groups, Montessori Academy programming, and Student-Life programming. Further guidance will be forthcoming regarding Stage 3.

11. Central points of notification: Requests regarding HR related issues should be sent to Amber Collins (478-445-4236) at the Georgia College Human Resources Office. Health-related questions should be directed to Britt McRae (478-445-5288) at Student Health Services.

12. The Plan: For more information, please consult the [Georgia College Reopening Plan](#) that was recently submitted to the Chancellor's Office. Because we are in an everchanging environment, guidance provided in this letter supersedes any guidance provided in that plan.

I recognize that while many of us welcome the return to campus and seeing our colleagues once again, the situation is still far from business as usual. This correspondence is meant to provide guidance for Stages 1 and 2 as we begin a gradual and staged return to campus. More guidance will come as we prepare for Stage 3 and the eventual return of students to our campus. The COVID-19 situation is fluid, and guidance will very likely change over time, even after these plans are prepared and implemented. Please know that our goal is to protect the health of employees and students. Everyone at the university has an individual responsibility to contribute to proper behavior and adhere to public health guidance to protect themselves and others as well as to help contain the spread of the virus. Our institutional controls are only as effective as the willingness of individuals to cooperate with these guidelines.

Thank you for all that you do for Georgia College, especially during these challenging and unprecedented times.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

May 20, 2020- 6:31 p.m.

Dear Georgia College Colleagues,

Thank you for your continued patience and diligence in your work in light of the uncertainty dictated by our circumstances. Today, I want to update you on the progress of the Reopening Working Groups and our proposed Budget Reduction Plan. Our reopening work groups continue to meet and deliberate. The draft plan for the first working group, the Workplace and Health Safety Committee, has been submitted to the Chancellor's staff for review. Plans for the remaining working groups (academics affairs, student life, public service/continuing education, communications, and financial impact) will be submitted to the system office by May 26. We will share more with the campus once these plans are approved for implementation.

In other developments, I have attached a [summary of our proposed budget plan](#) which adopts the directives that the system office has communicated earlier. We continue to experience challenging times. The COVID-19 pandemic has had a significant impact on the state's economy, and this will undoubtedly affect higher education. This April, state revenues declined by more than \$1 billion (or 35.9%) compared to April of last year. Further revenue declines are expected and will likely result in serious budget reductions we must plan for now.

The University System of Georgia (USG) and all state agencies were recently asked to prepare budget plans that reduce spending by 14% in Fiscal Year 2021, which starts July 1. Nothing will be final until a budget appropriation is approved by the General Assembly and signed by the Governor. That is expected to happen in June, as legislative leaders meet for the remainder of the 2020 legislative session and finalize the FY21 state budget.

Chancellor Wrigley asked us to be strategic in our approach as we plan for this reduction at our institution. Our greatest priority continues to be helping our students complete a college education. Again, I want to reiterate that this a plan, and final reductions will be determined in the weeks ahead.

In an effort to remain transparent, please know that we will continue to update the campus as we learn more.

Again, thank you for your kind words and support during these unprecedented times. Please stay well!

Kind Regards,

Steve M. Dorman

President
Georgia College & State University

May 7, 2020- 5:46 p.m.

Georgia College Colleagues,

Please find below the Salary Tier Chart that the USG has provided to us as guidance for the furlough implementation as we develop our respective plan for a 14% budget reduction. Please understand that this is a plan at this point and that we will manage toward the budget that we are finally provided from the General Assembly.

Proposed Salary Tiers for Furlough:

Salary Tier	Minimum Salary	Maximum Salary	12 Month Employees		10 Month Employees	
			Days Furlough	% Salary Reduction	Days Furlough	% Salary Reduction
Tier 1	\$0	\$33,475	0	0.0%	0	0.0%
Tier 2	\$33,476	\$58,756	4	1.5%	3	1.4%
Tier 3	\$58,757	\$98,999	8	3.1%	7	3.2%
Tier 4	\$99,000	\$153,999	12	4.6%	10	4.6%
Tier 5	\$154,000	and above	16	6.2%	13	6.0%

Chancellor and Presidents will take **26 furlough** days which equates to 10% reduction

Furlough Structure

Sincerely,

Steve M. Dorman

President
Georgia College & State University

May 7, 2020- 12:34 p.m.

Dear Colleagues,

The Board of Regents just released the following [press release](#) with additional directives for all system institutions. Please know that we are working on our

internal plans and more details will be forthcoming.

Thank you all for your diligence as we continue to move forward.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

May 7, 2020- 10:43 a.m.

[Update from President Dorman](#)

May 1, 2020- 9:13 p.m.

Message from Chancellor Wrigley

Dear Faculty and Staff:

Your hard work has continued to keep all of our 26 institutions and the University System Office (USO) accessible and responsive in an extraordinary time, even as you have had to juggle your own personal challenges. I am grateful and proud of the way each of you has responded to our rapid shift in operations.

The challenges thrown at us by the COVID-19 pandemic are unprecedented. The health and safety of our students and employees are our greatest priorities.

As you are aware, the state of Georgia is facing a significant drop in revenue from the coronavirus that has caused the news I must now share.

Today, the state Office of Planning and Budget, House Budget and Research Office, and Senate Budget and Evaluation Office directed all state agencies to develop new spending proposals for fiscal year 2021, which begins July 1. In doing so, all agencies including USG must submit proposals that include a 14% reduction of their base budget.

I have instructed all institutions and the USO to prepare a plan to address these 14% reductions. These plans must be submitted to the state no later than May 20th.

This will not be easy work. We have asked everyone to be strategic in their approach to meeting this reduction, therefore across the board cuts are not permitted. Our priority continues to be helping our students complete a college education. Our mission is more critical than ever as we take a leading role in helping all Georgians recover.

Right now, institutions are only submitting plans to address the 14% reductions for FY21. It will be some time before we will know the specifics of these plans and how they will be implemented. Among actions that may be taken include furloughs and layoffs. Additionally, we are placing a hold on all vacant positions not deemed essential, and remain committed to a critical hire process for the few that are. We will be faced with some uncertainty until the FY21 budget is adopted and approved. The state will continue to monitor the financial impact of COVID-19 and adjust as circumstances require. Any budget plans submitted to the state must also be finalized and approved by the Georgia Legislature, and signed by the Governor.

I know this is hard news to hear. Please keep in close contact with your supervisor for further guidance and if you have any questions. We will provide updates as quickly and as transparently as possible.

Above all, know you are making a difference at a critical time for the University System. There is no question this will be tough. But we will get through it, and be stronger. Thank you for all you do to support our students and the state of Georgia.

Sincerely,

Steve W. Wrigley
Chancellor

April 29, 2020- 12:56 p.m.

Dear Georgia College Colleagues:

I hope that all of you are doing well and staying safe during this ongoing pandemic. Like many of you, I am closely following the news for updates on the situation and am eagerly waiting for improved public health conditions. I have also been in touch with our colleagues at the University System of Georgia (USG) and we are in the early stages of planning for an eventual reopening of our campuses.

Although we anticipate an eventual resumption of in-person instruction, we do not yet have a precise timeframe. However, the health and safety of our entire campus community is our utmost priority. The USG has been in constant contact with the

Governor's Task Force and the Georgia Department of Public Health (GDPH) for ongoing guidance and next steps.

We have been asked by the system office to develop reopening procedures that place the safety of our students, faculty, and staff first and foremost. As such, we will ensure that any plans to reopen campus will be consistent with the GDPH, CDC, and the Governor's office. A number of working groups are currently being assembled to plan for our eventual resumption of campus operations. Every effort is being made to include faculty and staff input. The working groups include the following:

Workplace and Health Safety:

- Headed by Vice President Susan Allen and myself, this working group is tasked with recommending ways in which our campus can reopen safely for everyone. This group will consider preventative practices, mitigation and monitoring practices, cleaning and sanitation procedures, travel policies, and appropriate enforcement mechanisms. This group will recommend the early staging of employees back to campus.

Academic, Research, and Enrollment Management:

- Headed by Provost Costas Spirou, this working group is charged with how our academic and research personnel can return to campus and what their specific needs are in terms of instructional technology, as well as relevant needs for classrooms, offices, and labs. This group will also work to determine overall priorities and how academic instruction will be delivered in the context of social distancing, student density, and what flexible working parameters might be required. An enrollment management working group will also make recommendations on how we can effectively implement the following critical areas: student recruitment, admissions, registration, orientation, advising, and financial aid that would include support for students that are experiencing financial distress during these difficult times.

Public Service, Outreach, and Continuing Education:

- Vice President Monica Delisa will be leading this working group to identify approaches, priorities, and practices that allow us to continue to engage external audiences while mitigating risks associated with various external parties. This group will make recommendations on any restrictions that might be appropriate to ensure mitigation and minimize people density in the context of external engagement.

Student Life:

- Vice President Shawn Brooks will lead this working group and its various

subgroups. Key topics that this group will make recommendations for include residence halls, dining services, student activities, athletics, counseling, and other support needs to ensure a safe return to student life. Dr. Brooks will oversee several working groups reviewing these important areas of campus life. These groups will make important recommendations in the context of our ongoing mitigation practices, minimizing people density, and what we must do to ensure ongoing student success at Georgia College.

Communications:

- Associate Vice President for Strategic Communications, Omar Odeh, will lead this working group to ensure that we have an effective communications plan for each constituent group. The communications strategy will encompass key recommendations made from each working group and ultimately reflect decisions made by university leadership. As such, this working group will provide important messages and updates on a wide range of topics, including: preventative practices, mitigation and monitoring practices, and policies as they relate to flexible working arrangements, travel, budgeting and other fiscal matters. Other messages may include guidance related to campus events and activities, campus dining, residential life, and student athletics.

Fiscal Impact:

- The Executive Cabinet will collectively deliberate on areas that impact the university's fiscal situation. All decisions and guidance for a Fall reopening must be viable within current and future budget limitations which may be adversely impacted from the COVID-19 virus.

At this point, the situation is still very fluid and all guidance and planning may be subject to changes. With that said, let me take this opportunity to thank you all for your steadfastness and perseverance as we tackle these challenges together, as a campus community. I know that I can rely on each of you to do your part to reopen our campus in a safe and measured manner while we ensure the ongoing health and safety of our faculty, staff, & students.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

April 2, 2020- 1:35 p.m.

Georgia College and the University System of Georgia's 26 institutions will continue to deliver instruction remotely during May and summer semesters, with only limited exceptions.

We are tentatively planning to return to normal on-campus operations for the fall semester should guidance from the Centers for Disease Control and Prevention and the Georgia Department of Public Health allow it.

In the interim, we have been asked to continue their current telework and flexible work strategies for faculty and staff. Georgia College, overall has remained open, with only minimal staff physically on-site to ensure continuity of certain services.

We continue to prioritize the safety of our students, faculty and staff as we do our part to help stem the spread of the coronavirus in Georgia and fulfill our mission to graduate our students in these challenging times.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

March 28, 2020 - 10:10 a.m.

Dear Faculty Colleagues,

I would like to thank you for your hard work in preparing for your courses to be offered online/remotely on March 30th. We are ready to deliver 1,565 courses, which is 100% of our Spring 2020 offerings. This is very impressive as it reflects your commitment, creativity, flexibility, and "can-do" attitude. I am deeply appreciative of your efforts and willingness to make quick adjustments, always keeping our students in mind. They are at the center of all that we do during these challenging times. As I am sure you all know, the health and safety of our faculty, staff and students are of paramount importance. Please consider some suggestions below as we move forward with the upcoming transition:

- Remember that our students, unless they have special permission due to extenuating circumstances, must stay away from campus as they complete the Spring 2020 semester. They, like all of us, are anxious and under pressure during this unprecedented time. There is uncertainty about

employment opportunities, job offers, internships, summer plans, etc. Your flexibility, patience, empathy and support are essential during this last portion of the semester.

- Online instruction is a dynamic process. We know that it is an iterative process that continuously improves upon itself over time and after each successive semester. I know how difficult this is on many of you – particularly those that might feel frustrated in trying to perfect your online teaching in such a short period of time. Consider that simplicity is often more successful than complex and elaborate designs.
- Everyone is stressed, anxious, and under a lot of pressure from multiple perspectives. Now more than ever, we need to support and take care of each other through encouragement and understanding. If you can encourage or assist a colleague, please do so!
- Be sure to communicate with your students frequently. Keep in mind that they are taking multiple online courses. For many of them, this may be the first time they have learned using remote methods. Use of GeorgiaView/D2L for communications allows for clustering of all course related material in one place. This will help our students keep track of assignments and course expectations.
- Remember that ADA (Americans with Disabilities Act) accommodations apply in an online/remote environment as well. Please be aware that some students may be in need of extra assistance.

As a way of providing continuous support to faculty, we have assembled many online resources in a single online portal: [GC Keeps Teaching](#). We have also created a similar portal for student-specific information: [GC Keeps Learning](#). Additionally, the Center for Teaching and Learning (CTL) has organized two **Webinars** for next week and will be maintaining a **GC Online Learning Community** site for faculty to ask questions and exchange ideas with each other. Think of it as if you were going to lunch with another faculty member and wanted to pose some questions about teaching. Please contact CTL for registration information.

Thank you again for your continuous efforts during these very challenging times. Feel free to contact your Department Chair, College Dean, or myself if we can provide any assistance.

Best wishes for a successful remainder of the Spring 2020 term!

Sincerely,

CostasSpirou, PhD

Provost and Vice President for Academic Affairs

March 27, 2020 - 9:46 a.m.

Dear Georgia College Colleagues:

Words cannot express my thanks and gratitude to the faculty and staff of Georgia College over the last few days. I am so proud to report that our faculty have quickly mobilized under the leadership of the deans and department chairs, and Provost Spirou reports that 100% of our courses are ready to go online Monday morning. This is no small feat, and I thank the faculty for working through your spring break to make this happen for our students. Thanks also to our Center for Teaching and Learning staff and our IT staff for being ready to help faculty transfer their work during this period.

Let me also thank our diligent staff who continue to process paperwork, answer student and parent phone calls, help students move out of residence halls, and move the work of the university forward from your workstation at home. I know many of you had to rapidly learn about our web and phone conferencing platforms (I know I did!) and still continued your work. Thank you for your dedicated customer service and friendly approach to your work!

I also know that many of you are having to balance work, caring for your children, and taking care of a different set of demands when everyone is together all day long. Thank you. You continue to manifest that Georgia College “can do” state of mind, and I so appreciate that. You continue to work hard and provide service to our students, faculty and staff – albeit in a different way. I cannot thank you enough.

Starting Monday, our students will be actively pursuing their coursework again – online, until the end of the semester. There will be questions about technology and getting connected. There will be questions about bills and refunds of fees. And there will be plenty of questions about student life. I know that again, you all will rise to the opportunity of meeting these needs as well.

Like many of you, I am paying close attention to the news and receiving updates on the global situation we find ourselves in. Many of you are anxious and looking for clarity and answers. I wish I could provide them, and I wish there was a clear path forward. As yet, there is not. But, I hope you take comfort knowing that we are embarking on this journey together with resoluteness and resolve. I know that as a community - together - we will overcome these hardships, and we will emerge stronger and better prepared.

We are currently working to launch a more robust and improved version of Front Page. This will allow us to submit information about upcoming events and stay connected to activities happening within our campus community – such as joining a live yoga class or taking a virtual tour of one of our museums. In addition, a GC United web portal is being created to showcase many of these events and announcements to our community. More to come by the end of next week – so stay tuned!

While we work distantly, I encourage you to continue to look after each other – your families, your neighbors and your colleagues. Please avoid crowds as we all work together to “flatten the curve.” Pick up the phone and call a friend for support and encourage one another. And please reach out if you need someone to talk to.

Thank you for all that you do for Georgia College! Stay safe and be well.

With Bobcat Pride,

Steve M. Dorman
President

March 18, 2020 - 9:15 a.m.

Subject: Message from President Dorman to Georgia College Employees

Dear Colleagues:

The unprecedented nature of the COVID-19 pandemic means that we all have to accept a certain amount of ambiguity and uncertainty as we move forward. Online classes will start for our students on March 30 for the remainder of the semester. Similarly, faculty members are preparing to finish the semester with online learning and the GC Housing Office is communicating with students about moving out of the residence halls in the next week. In an effort to follow CDC guidelines and to prevent large crowds from forming, the move out process will occur in a staggered manner. We will make every effort to accommodate any student who is unable to return home, or who cannot find housing elsewhere.

The Georgia College campus will remain open with limited services to ensure

business and learning continuity through the end of this semester. Therefore, we strongly encourage all staff to remain off campus and to work by telecommuting or flexing your time. Not all staff will be able to telework, so please consult with your supervisor about these options. The Office of Information Technology has created WebEx accounts for many employees to make communications easier. Other solutions do exist and we encourage individual offices and departments to make decisions that best serve their individual work and operational needs.

Let me take this opportunity to thank all of you for your dedication and service to our students and campus community. Your support for each other and for our students and faculty members is essential. Thank you for your patience and flexibility as we approach a quickly changing and evolving set of circumstances.

We will inform the campus as soon as more information emerges regarding future work plans. Please know that the health and safety of the entire Georgia College community is our prime concern at this time.

Please check our website for the latest information on this rapidly unfolding situation.

Please follow CDC guidelines and stay safe!

Sincerely,

Steve Dorman
President
Georgia College

March 17, 2020 - 8:24 a.m.

Faculty update from Provost Spriou

Dear Faculty Colleagues,

As Georgia College prepares to move to online instruction for the remainder of the 2020 academic term, I would like to share with you the information below:

1. Following the current two week USG required pause, we will begin the delivery of courses via online on **Monday, March 30th**.
2. We will return to the semester as scheduled. Faculty should incorporate any missing work from the week following Spring Break into the remainder of the semester.

3. As you organize your material and prepare to launch your online courses, please utilize the faculty support services available at the [Center for Teaching and Learning](#). The staff in CTL are ready to assist your efforts (478-445-2520-ctl@gcsu.edu).
4. Please continue to monitor the Georgia College website on COVID-19 found [here](#).

Thank you for your commitment to supporting our students during these unprecedented times!

Costas

March 16, 2020 - 8:00 p.m.

Message for Faculty, Staff and Students:

Dear Colleagues and Students :

We just received guidance from the University System of Georgia that Georgia College, along with other institutions in the system, will move to online instruction for all courses for the remainder of the semester. This situation is very fluid and evolving rapidly. More information will be released with additional details as soon as possible. The full message from the University System of Georgia is below:

**Georgia College Moves to Online Instruction for Remainder of Semester
For Immediate Release
March 16, 2020
Contact: Aaron Diamant, aaron.diamant@usg.edu**

The University System of Georgia (USG) has decided that Georgia College, along with all 26 institutions, will move to online instruction for all courses for the remainder of the semester with extremely limited exceptions. This action comes following last week's decision to suspend instruction for two weeks to ensure business and instructional continuity, and to allow further state assessment of COVID-19.

Students are not allowed to return to campus until they receive permission from their institution, which will be forthcoming soon.

Additionally, residence halls will be closed, with minimal exceptions for students unable to return home, or who cannot find housing elsewhere. Students will receive

specific instructions from campus leaders regarding when they will be allowed to return to campus to retrieve their belongings from residence halls. Students must follow those instructions. For those students who are unable to depart campus, we will make every effort to accommodate these students.

The University System of Georgia will be providing guidance to campuses on refunds for housing, dining, and other services. Students should wait for Georgia College to contact them.

Georgia College will remain open, with minimal staff physically on-site, to ensure continuity of certain services.

In the end, we want to ensure that our faculty, staff and students are safe; that we do our part to help stem the spread of the coronavirus in Georgia; and that we fulfill our mission to graduate our students even in the face of these challenging times.

Thank you for your patience and understanding as we go through this unprecedented time. Please continue following the guidance from the CDC to protect your health and the health of your family.

Sincerely,

Steve M. Dorman
President
Georgia College & State University

March 14, 2020 - 10:40 a.m.

Faculty Update from Provost and Vice President of Academic Affairs Costas Spirou on Keep Teaching USG

Dear Faculty Colleagues,

Please find below a communication from the USG that includes a resource page to prepare for transitioning to online instruction.

My thanks to everyone for your extraordinary efforts during these challenging

times as we work together to support our students!

Thank you again and have a good weekend!

Costas

Good morning,

The distance learning team here at USO has created a resource page https://www.usg.edu/keep_teaching_usg designed to guide faculty toward helpful resources and contacts to prepare for a transition to online instruction. This includes many of the resources from your institutions together with other useful tools and quick-guides all in one place.

Many many thanks for all who worked so diligently to bring this together. Of course we will add to the site as other resources become available.

Please feel free to distribute on your campus.

Best Wishes

Tristan

Dr. Tristan Denley
Executive Vice Chancellor for Academic Affairs and Chief Academic Officer
University System of Georgia
tristan.denley@usg.edu

March 12, 2020 - 7:45 p.m

For Faculty & Staff:

Message from the President: Online Instruction and Business Continuity

Dear Colleagues:

Pursuant to the USG's directive earlier today, and effective Monday, March 16, 2020, Georgia College will temporarily suspend instruction for two weeks to allow time for university faculty and staff to finalize their business continuity plans and online instruction modules. State officials will continue to assess the current situation regarding coronavirus (COVID-19) in Georgia.

Students are being asked to depart campus by the end of the day on Friday, March 13 and to remain away from campus until March 29. At this time, students are not being asked to move out of their residence halls for the remainder of the semester. Georgia College will accommodate students who are unable to leave campus.

Please check our [website](#) for the latest information as well as the [USG's website](#). Additional information will be posted as this situation continues to unfold.

Sincerely,

Steve Dorman
President
Georgia College

March 12, 2020 - 11:40 a.m

Wellness and Recreation Center Update

Dear Campus Community,

Late yesterday afternoon, we came to understand that a community member who stated they had recently traveled to Italy had used the Wellness and Recreation Center. Although the individual is asymptomatic, out of an abundance of caution, the Center was closed immediately and we contacted the Department of Public Health. We were advised to conduct a routine cleaning of the facility and to reopen. The individual has been contacted and informed they may not use the WRC until further notice.

Please know the health and safety of our students is always our top priority.

Britt McRae, MN, NP-C
Director, Student Health Services

March 10, 2020 - 4:46 p.m.

Campus community update from President Dorman on coronavirus and springbreak travel.

Dear Campus Community:

With Spring Break approaching, many of us will be taking a well-deserved break from campus. We continue to monitor the Coronavirus outbreak very carefully and want everyone to be safe and healthy upon their return to campus.

Please keep in mind the following if you are planning to travel during Spring Break or anytime thereafter:

- Check the travel information on the [Centers for Disease Control](#) (CDC) and [State Department](#) websites and talk with your family and travel companions to make a wise decision about travel plans.
- The CDC has urged everyone to avoid traveling to or through any of the [locations](#) with a Level 3 or Level 4 travel health notice.
- Consistent with guidelines from the CDC and the Georgia Department of Health, anyone traveling to, from or through a Level 3 or higher travel designation cannot return to campus until they have been asymptomatic for a period of 14 days from the date of entering or reentering the United States. These self-quarantined travelers must follow CDC and local health authority guidelines prior to returning to campus in an effort to keep everyone safe.

Guidelines for self-quarantine from the CDC include:

- Washing dishes, clothing, and bedding regularly.
 - Limiting the sharing of household items like drinking glasses, plates, utensils, bedding, towels, and clothing.
 - Regular cleaning of all high-touch surfaces including tables, countertops, doorknobs, keyboards, tablets, bathroom fixtures, television remotes, and phones.
 - Frequent hand washing.
 - Limiting contact with others in the home, including pets.
 - Restricting activities outside the home except for appointments with a medical professional for evaluation.
-
- Please note that the status of countries or regions identified by the CDC as

having an elevated health risk may change while you are traveling and thus could affect airport or other travel procedures. Please pay attention to ongoing guidance and information from the CDC and the State Department websites for the latest updates.

- The State Department has [recently alerted travelers](#) of an increased risk of infection of COVID-19 in a cruise ship environment.
- *At this point in time we are not transitioning to an online format for current instruction.* We do encourage all faculty members to prepare for online instructional delivery should unfolding circumstances require this approach to accommodate our students. Similarly, we encourage all students to prepare for the possibility of an online learning environment by accessing their GeorgiaView/D2L accounts.
- For all students, faculty and staff: if you are traveling in any capacity (international or domestic), whether for university business or personal travel, we have created an online travel registry. We encourage everyone to register their travel through our online [Travel Registry Form](#). You may be required to use your Unify credentials.
- If anyone experiences symptoms consistent with the coronavirus, please take all necessary precautions by self-isolating and seeking medical attention from your primary care provider or other appropriate health care facility.

The safety of our entire campus is our highest priority. For more information on the coronavirus, including guidance, resources and campus-specific announcements, please refer to our [website](#). We will be updating the site regularly.

Thank you for staying informed on this rapidly evolving situation.

Steve M. Dorman

President

Costas Spirou

Provost & Vice President for Academic Affairs

Britt McRae

Director, Student Health Services

March 10, 2020 - 8:50 a.m.

Faculty update from Provost and Vice President of Academic Affairs Costas Spirou on D2L training sessions

Dear Faculty Colleagues,

As we prepare, due to the uncertainties of the COVID-19, the Georgia College Center for Teaching and Learning has scheduled three sessions this week to assist faculty to create online resources for their courses. These can include developing a module, organizing a discussion board, setting up a quiz/exam, and uploading your syllabus. Specifically:

1. **Wednesday, March 11, Noon to 12:50 p.m.**
2. **Wednesday, March 11, 2:00 to 2:50 p.m.**
3. **Thursday, March 12, 2:00 to 2:50 p.m.**

All sessions will take place at 376 Ina Dillard Russell Library (CTL Classroom).

I encourage all faculty members to be proactive in preparing for all contingencies, including the delivery of online education.

To sign up for this program, please click on the [Registration Link](#).

Thank you,

Costas

March 9, 2020

Faculty update from Provost and Vice President of Academic Affairs Costas Spirou on COVID-19 preparedness

Dear Faculty Colleagues,

As we further our preparations to provide students with continuity in learning, due to the uncertainties surrounding the ongoing Coronavirus Disease 2019 (COVID-19) situation, I would like to share with you some useful information and resources:

1. Please familiarize yourself with the following [resource](#) from the Center for Teaching and Learning to access materials on GeorgiaVIEW (Brightspace by D2L) which is Georgia College's Learning Management System. You will find D2L interactive tutorials, quick guides, open educational resources for teaching and learning, as well course design insights, grade book build, video assistance and other services. I would suggest that each of you work to develop a sample module by using your home equipment. This will allow you to simulate a potential situation should the need arise.

2. In addition, USG eCampus has produced an online training course for USG faculty titled *Rapid Guide to Teaching Online in D2L*. It is a condensed triage-style training that focuses on the basics of online access, communication, quizzes, and assignment submissions. There will be a companion training for students as well as a basic D2L LMS template that faculty can use. Contact the Center for Teaching and Learning if you are interested in accessing this resource.

3. Other USG institutions have developed resources on ways to access and prepare for remote instruction. For example Georgia State University has created the following [website](#). The *Chronicle of Higher Education* also published a resource which you can find [here](#). Contact the Center for Teaching and Learning for more information on this and other USG material.

4. For D2L technical support:
 - Center for Teaching and Learning (478-445-2520-ctl@gcsu.edu) Hours: 8 a.m. – 5 p.m., Monday – Friday (Location: Library 3rd Floor, Room 375).
 - Password Issues: SERVE Email or 478-445-7378.
 - GeorgiaVIEW Knowledge Center (<https://d2lhelp.view.usg.edu/s/>) provides 24/7/365 assistance through Knowledge Base or Help Center Agent (1-855-772-0423).
 - Staff members from the Center for Teaching and Learning will be happy to assist you with D2L and teaching support. Feel free to contact any of the following staff members:

Jim Berger, CTL Director (jim.berger@gcsu.edu)

Laura Mender, Systems Analyst (laura.mender@gcsu.edu)

Jaclyn Queen, Instructional Designer (jaclyn.queen@gcsu.edu)

Barbara Szyjko, Instructional Technology Staff Specialist
(barbara.szyjko@gcsu.edu)

Simeco Vinson, Instructional Designer Specialist (simeco.vinson@gcsu.edu)

Thank you,

Costas

March 6, 2020

Message to faculty from Provost and Vice President for Academic Affairs Costas Spirou on Coronavirus

Dear Faculty Colleagues,

The USG Office of Academic Affairs provided guidance on precautions regarding the ongoing COVID-19 situation. The uncertainties around how this virus might spread requires us to be flexible and prepare for a wide range of circumstances to meet the needs of our students. Georgia College will be providing updates at <https://www.gcsu.edu/coronavirus> as additional information becomes available.

As you know, all faculty at Georgia College are assigned a D2L account which will assist to provide continuity in learning. Prepare to utilize this resource in case courses need to be delivered online should students be under quarantine. This can include “asynchronous” discussions, video conferencing, independent learning activities, and consideration for alternative plans for lab and clinical course requirements. Faculty, staff and students who traveled to countries at a Level 3 or higher designation are **required** to remain home as they self-monitor for 14 days prior to returning to campus. Additionally, all instructions for quarantine or isolation must be followed. The Georgia College Center for Teaching and Learning (<https://www.gcsu.edu/ctl>) is prepared to provide assistance if you need to employ an online format to meet the academic needs of our students.

Once again, please monitor the Georgia College site for updates and thank you for your continued commitment to serving our students!

Thank you,

Costas

March 5, 2020

Message from President Dorman to the campus community on Coronavirus

Dear Campus Community,

I know that as a campus community we are all concerned about the coronavirus and its impact. Please know that Georgia College places the highest priority on the safety of everyone on campus, and we are closely monitoring the situation as it unfolds. We are coordinating efforts closely with the University System of Georgia and are reviewing guidance from the Centers for Disease Control (CDC) as well as the Georgia Department of Public Health.

We have created a website (<https://www.gcsu.edu/coronavirus>) that provides the latest updates on the coronavirus as it relates to our campus. It includes additional information and resources on how to prevent the spread of coronavirus. This webpage will be updated as additional information becomes available.

We are committed to doing all we can to keep our students, staff and faculty safe.

Sincerely,

Steve Dorman
President
Georgia College

Congratulations Class of 2020

May 2020: Graduating Student finds Inspiration Abroad to Help in Health Services

[Health & Human Performance, School of](#): Tuesday April 14, 2020



Amara Tennessee

Amara Tennessee

Hometown - I was born and raised in Roswell, Georgia.

Major - I am a double major in Public Health and World Languages and Culture. I have a double concentration in Spanish and Spanish for the Professionals and a double minor in Global Health Studies and Latin American, Caribbean & Latino studies.

What made you choose your major? - I have always been interested in health and in Spanish. I came into college as a freshman Pre-Nursing major, with a Spanish minor, but going into my sophomore year I changed my major to Public Health and made my minor my secondary major. When I graduated highschool in 2015, I moved to Paraguay where I lived and worked as a

medical volunteer in both a mobile vaccination clinic and a cardiology and diabetes specialty center. The volunteer work I did there was public health work. I was able to plan programs and work really closely with both patients and professional healthcare staff. That experience molded me both personally and professionally into the person I am today.

What was your favorite class/professor and why? - My favorite Spanish class was my Spanish for Health Professions I & II with Dr. Holcombe. Our class only had 3 students, but we were able to learn so much about healthcare systems, the role of interpreters in healthcare settings, implicit bias, patient advocacy, and cultural competency. The class really opened my eyes to the inequities and gaps in our healthcare system in relation to non-native English speakers.

My favorite Public Health class would be my Health Promotion Program Planning class with Dr. Lidstone. This class allowed us to work outside of the classroom in a community called Harrisburg. We were able to spend time with the members of this community and listen to what their needs and concerns were within their community. From there, we helped plan and implement programs in accordance with the needs they specified. This class taught me how to listen to others, and not to assume their needs. I was later able to complete my internship with Dr. Lidstone through Live Healthy Baldwin and the Center for Health and Social Issues where I was able to spend more time with the Harrisburg community and other community representatives and partners.

Where was your favorite place on campus? - When the weather is nice, and the pollen count is low I love sitting on front campus. I also love how quiet and modern Beeson is.

What activities were you involved with? - I stayed busy during my time at Georgia College. I am a member of Alpha Kappa Alpha Sorority, Inc. I am co-President of the Health Movement and a Peer Health educator. I am a member of the Black Student Alliance. I work as a Housing Host on campus and was a Community Advisor in Napier Hall for 2 years. I studied abroad in Santiago, Chile in May of 2018 and in Honduras with the School of Nursing in October of 2019. I am a member of the Purple Cobras Intramural Soccer Team, even though I've only played one game in our 16 seasons, we do have a Championship under our belt.

What was one of your favorite moments at Georgia College? - I would say my study abroad in Chile was one of my favorite moments. I loved living in Santiago and the group I traveled with absolutely made the trip. We had an amazing time getting to see different parts of the city each day and I made friendships that I know will last a lifetime. I'm so thankful all of the opportunities that Georgia College has afforded me in my 4 years here.

What do you plan to do after completing this semester? - Unfortunately this

semester was cut short due to COVID-19. But I am happy to announce that I have been accepted as a Finalist for the Fulbright Program. I was selected to complete a 10 month English Teaching Assistantship in Colombia starting in August.



Coronavirus Updates to Students

[University Communications](#) : Tuesday April 14, 2020

May 14, 2021- 9:43 a.m.

Dear Campus Community:

As you may already know, yesterday the CDC has [updated](#) its guidance regarding face masks for those individuals who have been vaccinated. Effective immediately, the University System of Georgia has now asked all campuses to resume classes and other activities without the requirement to wear a mask or remain physically distant. The [CDC](#) and the [Georgia Department of Public Health](#) have affirmed the [safety](#) and [effectiveness](#) of available vaccines. Anyone who has not yet been vaccinated is strongly encouraged to get a vaccine as soon as possible. Georgia College employees and students are encouraged to contact Student Health Services to secure an appointment for vaccination.

Unvaccinated individuals are being asked to continue to wear a face covering and socially distance from others whenever possible in order to protect themselves and others around them.

Adherence to this updated guidance is based on personal responsibility.

I would like to take this opportunity to thank the entire campus community for being so vigilant against the spread of COVID-19 by wearing face masks, remaining socially distant, and regularly washing hands and sanitizing work areas. I am delighted that we are moving closer toward normalcy as we prepare campus for the fall semester.

Sincerely,

Steve M. Dorman
President

March 10, 2021- 4:31 p.m.

Dear Campus Community:

Earlier today, Governor Kemp announced further expansions to the COVID-19 vaccine eligibility criteria beginning Monday, March 15th. Currently, Georgia College does not yet have access to any vaccines. While we wait for the limited quantities we expect to receive, I highly encourage anyone who falls into these three new categories to get an appointment as soon as possible with the DPH or any other site that is accepting vaccine registrations.

Specifically, the following categories can register for the vaccine as of March 15:

- individuals 55 or over,
- individuals with disabilities, and
- those 16 and older with certain high-risk definitions.

With respect to the high-risk criteria noted in the third bullet, please refer to the list below:

- [Asthma \(moderate-to-severe\)](#)
- [Cancer](#)
- [Cerebrovascular disease \(affects blood vessels and blood supply to the brain\)](#)
- [Chronic kidney disease](#)
- [COPD \(chronic obstructive pulmonary disease\)](#)
- [Cystic fibrosis](#)
- [Down Syndrome](#)
- [Heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
- [Hypertension or high blood pressure](#)
- [Immunocompromised state \(weakened immune system\) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines and Immunocompromised state \(weakened](#)

immune system) from solid organ transplant

- Liver disease
- Neurologic conditions, such as dementia
- Obesity (body mass index [BMI] of 30 kg/m² or higher but < 40 kg/m²)
- Overweight (BMI > 25 kg/m², but < 30 kg/m²)
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Severe Obesity (BMI ≥ 40 kg/m²)
- Sickle cell disease
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus
- Type 2 diabetes mellitus

If you currently fall into one of the groups eligible to receive the vaccine, we strongly encourage you to utilize resources with vaccine doses available now.

DPH has several options on their website where you can register to receive the vaccine, including links to local health departments as well as CVS, Walgreens, Kroger, Walmart and Ingles locations.

Mass vaccination sites have been opened across the state with one in Macon. One will also open later this month in Sandersville. You can pre-register for the vaccine at those sites here.

Kind Regards,

Angie Childre, MN, NP-C
Director, Student Health Services

January 5, 2021- 4:46 p.m.

Dear Georgia College Students,

Happy New Year! I hope that this message finds you well. We are very much looking forward to your return to campus for the spring 2021 semester on January 19. Let me start by saying that I understand how challenging the last ten months have been. Your fall semester was anything but typical, but as a community we have persevered through extreme difficulties and learned about our resilience as individuals and as an institution.

The health and safety of our community has been and will continue to be our top consideration as we address issues related to the COVID-19 pandemic. One of the things that we have learned is that change can occur rapidly, and these updates for

Spring 2021 are based on the information we have at this moment.

COVID-19 Safety Measures

Our COVID-19 mitigation measures on campus were effective at preventing the spread of infection in campus facilities. We will continue to implement classroom distancing, mask requirements, and additional health and safety strategies based on Centers for Disease Control and Prevention recommendations. [Details of our mitigation strategies can be viewed online.](#)

Student Experience

We recognize that social isolation was a top concern among students and their families. Our registered student organizations and Student Life units provided many innovative and well-attended programs in the fall. Traditions like Midnight Breakfast and Potato Drop carried on with a few modifications, and new favorites like Resident Student Association's (RSOs) Drive-In Movie and First-Year Experience Pumpkin Painting were big hits among students. Below are a few of the ways we will continue offering avenues for student involvement:

- Winter Break virtual programming continues through the month of January. [Click here to view the calendar of events online](#)
- Georgia College hosts 145 registered student organizations. All RSOs may register in-person events that have fewer than 50 attendees and meet standards for safe social distancing and use of Personal Protective Equipment through GC Connect.
- Fraternities and sororities will be able to propose programs using the same event registration protocol in GC Connect.
- Study rooms in the residence halls will be reservable for small, distanced, masked gatherings.
- A Homecoming committee has convened to reimagine Homecoming under our current circumstances.
- Intramural sports held an impressive 1,932 games in the fall. Intramurals will resume in the spring. Join a team and see the schedules on the GC Wellness & Recreation app.
- The outdoor tables on front campus will remain in place for impromptu, small gatherings. Masks are encouraged.
- Perhaps most importantly, additional classroom and meeting space will be made available to RSOs and Student Activities and Organizations for evening and weekend programming. We hope that this will assist in addressing issues related to isolation and involvement.

Athletics

Something that always brings our campus together is Athletics. Many of our fall

sports were deferred to the spring by their respective conferences, so we are excited to have a packed schedule of games from baseball, basketball, cross country, soccer, softball, tennis, and volleyball. Game schedules can be found at gcbobcats.com. While spectators will be limited for indoor sports, we encourage every Bobcat to come out to West Campus for a soccer, softball, or baseball game, or walk by Centennial Center during a tennis match. You can also support our Bobcats by viewing live-streamed games. The link to games can be found at gcbobcats.com.

COVID Testing

Just before Thanksgiving, we encouraged you to “Go Home Healthy” by taking a free COVID test on campus in the days before returning home. Likewise, we want you to come back well and know your status. To that end, we urge you to plan to limit exposure in the two weeks leading up to your return to campus. If you think that you may have been exposed or if you feel unwell, please get tested before your return. For those who feel fine but want to know your status, we will be providing free COVID tests again on central campus on January 19th and 20th from 10 a.m. – 3 p.m. in Terrell Hall room 310. These will be drop-in clinics, so no appointment is necessary.

Student Health Services resumed normal operations this week. Students can receive COVID tests, flu shots, and other services by appointment by calling 478-445-5288.

We will be working closely with the University System of Georgia and Georgia Department of Health as the COVID-19 vaccine becomes more readily available to determine whether there will be an opportunity to offer the vaccine on campus or direct students to a local provider to be immunized.

Quarantine Protocol

Our quarantine protocol will remain in place for the spring. Please refer to the [Decision Path for Students](#) if you are exposed or become ill. Our COVID Care Response Team will continue to assist students in quarantine with notifying faculty of excused absences and staying connected to campus resources.

Campus Operations

Our health and safety protocols will remain in place for the spring. As a reminder, here are some of the ways we have modified our operations to serve students safely:

- Campus offices are open with safety measures in place. Regular business hours are Monday – Friday, 8 a.m. – 5 p.m.
- Campus dining services at The MAX will continue offering grab-and-go meals, and limited indoor seating is available. Meal exchanges at our retail dining

locations are back to help students maximize their dining options.

- Student Health Services will use tele-health for initial appointments, but students who need a physical exam or treatment will be directed to come to the clinic for an in-person visit.
- Counseling Services will utilize tele-counseling. Students who need a private space may request the tele-health room in the Counseling Center when making an appointment.
- Shuttles will continue running frequent circuits with limited capacity to avoid overcrowding.

We saw in the fall what Bobcats are capable of when we practice Reason, Respect, and Responsibility. We expect spring will have its own challenges, but we look forward to a safe, successful semester. Again, Happy New Year! We can't wait for your return to campus. If there is anything that I or my staff can do for you, please let me know.

Warmest regards,

Shawn Brooks, PhD
Vice President for Student Life
GEORGIA COLLEGE

October 8, 2020- 12:59 p.m.

Dear Students,

We want to once again thank you all for your persistent vigilance and flexibility in the face of the COVID-19 pandemic. The pandemic has created many challenges which we expect to continue. However, we can stand together in the face of these challenges to ensure that we meet the needs of our students while continuing to provide support for our faculty and staff.

As always, the health and safety of our campus community remains a top priority. Keeping with that, here are some updates for the spring 2021 semester.

- We have amended the academic calendar as we continue with our modified face-to-face instruction for the spring semester. Spring classes will begin Tuesday, Jan. 19, instead of the originally scheduled date of Wednesday, Jan. 6. March 8 will be observed as a Reading Day with no classes, and Spring Break, which was originally set for March 15-19, has been removed from the calendar. The last day of classes will be May 4. The final exam period will be shortened from four days to three, and will be held online between May 5-7.

The [full revised academic calendar for in-person instruction is available here](#) and [the final exam schedule here](#). This decision aligns with national trends in higher education. The goal of these changes is to ensure learning continues while limiting the potential spread of COVID-19 by reducing travel to and from campus.

- Our current mitigation measures across campus will remain in place. Those include social distancing, limiting group gatherings and the face mask requirement in all university facilities. The institution will also continue utilizing Plexiglas barriers, alternative workspace or alternate schedules to ensure social distancing measures are met. More details on our mitigation measures can be found [here](#).

Please note that as we move forward we will continue to follow guidance from the Centers for Disease Control, the Georgia Department of Public Health and the University System of Georgia. Please remain vigilant against the spread of COVID-19. Be sure to maintain social distancing, wash your hands often and wear a face mask especially where six feet of social distancing is not possible – both on and off campus. We are encouraged by the lower COVID case counts, among both students and employees, and we hope to see this downward trend continue.

Thank you,

Dr. Costas Spirou

Provost and Vice President for Academic Affairs

June 10, 2020- 7:52 a.m.

Dear Bobcats,

The health and safety of Georgia College students, faculty, and staff is of the utmost concern for the university. Out of an abundance of caution, and due to continued concerns over the COVID-19 pandemic, Georgia College will amend the fall semester academic calendar.

Fall classes will begin Wednesday, August 12, instead of the originally scheduled date of Monday, August 17. Fall break, originally set for October 12-13, has been removed from the calendar. The last day of classes will be Tuesday, November 24. Final exams will begin Tuesday, December 1, after the Thanksgiving break and will

take place online. [The full revised academic calendar is available here](#), and the [final exam schedule here](#).

The goal of these changes is to ensure learning continues while limiting the potential spread of COVID-19 by reducing travel to and from campus.

This new calendar has been reviewed and approved by the University System of Georgia and is supported and endorsed by the Georgia College academic administration.

More details on the university housing plan and move-in date procedures will be shared as soon as possible. I truly appreciate your continued support as we continue to prepare for a face-to-face, in-person fall semester.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

April 13, 2020- 4:17 p.m.

Recognizing the unique situation we are facing with COVID-19 and the shift to fully online classes, Georgia College has decided to extend the last day to drop with a W grade through Friday, April 24. If you would like to pursue this option, you may use your Unify/PAWS account to make this change to your schedule.

I strongly encourage you to speak with your academic advisor and your instructor before making a decision to drop a class. You will want to consider the impact of dropping a course not only in terms of your gpa, but also its potential effect on completing degree requirements, finishing prerequisites, and completing requirements for admission to certain major programs. Your instructor can provide valuable feedback for you on ways you can improve your performance in class, give you an objective evaluation of your current status, and guide you toward additional resources. Both can provide assistance and tips on managing the shift to online courses.

Dropping a class may also have implications on your financial aid eligibility (including HOPE). You should contact the Financial Aid Office if you have any questions or concerns about your aid eligibility. Their contact information is 478-445-5149 or financialaid@gcsu.edu.

I am also available and would be glad to review your options with you. Please take advantage of all of your resources at this time. All of the Georgia College faculty and staff are committed to helping you succeed, especially during these unusual times.

A. Kay Anderson
Assistant Vice President for Enrollment Management
and University Registrar

April 9, 2020- 10:25 a.m.

Students,

As we prepare to issue the pro-rated refunds for Housing, Meal Plans, Mandatory and Course Fees, it is imperative that your information is current. **If you are due a refund, there are two options for delivery: Direct Deposit or Paper Check. We strongly encourage you to sign up for Direct Deposit, if you are not already signed up.**

To access your funds faster, please enroll in Direct Deposit using the following instructions:

1. Log into Unify
2. Click the PAWS icon
3. Select the Student Account Center tab and proceed to the Student Account Center
4. Select the Electronic Refunds link on the right side of the page
5. Click the Set Up Account button and follow the on screen instructions

Please note, refunds will no longer be available for pick-up at the Business Office
If you do not sign up for Direct Deposit, your refund check will be mailed to the current address on file. Please follow the instructions below to ensure your account has the most up-to-date address listed.

1. Log into Unify
2. Click the PAWS icon
3. Select the Personal Information tab
4. Select View Addresses and Phones to view current address on file
5. Select Update Addresses and Phones to update with current address

If you have any questions, feel free to contact the Business Office at 478-445-5254, or by email at businessoffice@gcsu.edu.

Sincerely,

GC Business Office

April 2, 2020- 1:35 p.m.

Georgia College and the University System of Georgia's 26 institutions will continue to deliver instruction remotely during May and summer semesters, with only limited exceptions.

We are tentatively planning to return to normal on-campus operations for the fall semester should guidance from the Centers for Disease Control and Prevention and the Georgia Department of Public Health allow it.

In the interim, we have been asked to continue their current telework and flexible work strategies for faculty and staff. Georgia College, overall has remained open, with only minimal staff physically on-site to ensure continuity of certain services.

We continue to prioritize the safety of our students, faculty and staff as we do our part to help stem the spread of the coronavirus in Georgia and fulfill our mission to graduate our students in these challenging times.

Sincerely,

Steve M. Dorman

President
Georgia College & State University

March 31, 2020 - 11:03 a.m.

Greetings Bobcats!

As we have transitioned to online instruction, I wanted to let you know that all of the offices within Student Life are here to assist you throughout the remainder of the semester. Here is some important information about programs and services that you can continue to access even though you are not on campus:

The Career Center-The Career Center will be providing students with the following career services in a virtual environment:

- Workshops: Resume Writing 101 and 102; Networking 101, and Internship Search
- Resume, Cover Letter and Curriculum Vitae Review
- Job and Internship Search Assistance
- Graduate and Pre-Professional School Assistance
- Career and Major Exploration
- Mock Interviews

To register for a workshop or make an appointment, students can call the Career Center.

Phone: 478-445-5384

Web: <https://www.gcsu.edu/career>

Counseling Services- Counseling Services staff are meeting with students via telephone and video conferencing for counseling and psychiatric appointments. To schedule services, students may email their counselor or call 478-445-5331. Students are also invited to access self-help resources through our free online library of engaging, interactive programs for support with anxiety, depression, insomnia, communication and more by logging in with their Bobcats email.

Contact information:

Phone: 478-445-5331

Email: counseling.services@gcsu.edu

Web: <https://www.gcsu.edu/counseling>

The Cultural Center- The Cultural Center will have office hours on Monday, Wednesday and Friday from 1:00-2:00pm via Webex as a means for students to drop in if they have questions and to offer support. To access office hours, search for meeting number 614 089 469 and enter the password: CCoofficehour2020. This should allow you to enter the personal meeting room once granted access, or you will be sent to a waiting room.

Each week, we will also host various virtual programs for students to connect with us (and each other), such as Ted Talk Tuesday's, Wellness Wednesdays and a series of events called Keep Calm and ____ on. Through the remainder of the semester, we also hope to host a movie viewing event and a virtual poetry slam. I will also be virtually meeting with our student groups to continue communication with them. At the end of the semester, the Cultural center will join in with the rest of the Programs team to honor the seniors that have been involved with the Cultural Center via Recognition Week. We hope to have a special portion of our website dedicated to them.

Phone: 478-445-8155
Email: CulturalCenter@gcsu.edu
Web: <https://www.gcsu.edu/culturalcenter>

Georgia College Athletics- Georgia College Athletics continues to engage with our student-athletes. Although we have no games or practices, our coaches and student-athletes communicate in a variety of ways on a regular basis. Our website and our social media sites provide content showcasing our student-athletes.

GC Athletics Website
<https://gcbobcats.com/landing/index>

GC Athletics Instagram
<https://www.instagram.com/gcbobcats/>

GC Athletics Twitter
<https://twitter.com/GCBobcats>

GC Athletics Facebook
<https://www.facebook.com/GCBobcats>

GIVE Center- The GIVE Center is providing virtual programs and events to our students, student volunteers and service leaders. We are also providing multiple online trainings for our volunteers, service leaders, and student staff members. April is Volunteer Appreciation Month and we will be doing lots of recognition throughout the month to recognize how our student volunteers are making an impact in our community. Lastly, The GIVE Center staff is continuing to offer support to our student volunteers, service leaders and community partners on a regular basis. For more information about GIVE Center programs, please check GC Connect.

Phone: 478-445-5700
Email: kendall.stiles@gcsu.edu
Web: <https://www.gcsu.edu/give-center>

Office of the Dean of Students - The Office of the Dean of Students serves as a clearinghouse for student concerns. Student concerns range from behavioral and physical health issues to student conduct concerns. The Office of the Dean of Students works with the CARE Team, Student Conduct, Counseling Services, and

Student Health Services. All operations are fully online and ready to serve students. Please call or email using the information below to request an online appointment.

Contact information:

Phone: 478-445-2090

Email: dos@gcsu.edu

Web: <https://www.gcsu.edu/studentaffairs/dean-students>

Office of Fraternity and Sorority Life- The Office of Fraternity and Sorority Life is currently hosting virtual recognition week in honor of Greek Weekend and graduating seniors. Please feel free to follow us on social media to join in on the fun.

Facebook: Georgia College Fraternity & Sorority Life

@GCOFSL(<https://www.facebook.com/GCOFSL/>) and on Instagram: Georgia College FSL (https://www.instagram.com/gc_fsl/)

Phone: 478-445-2960

Email: ofsl@gcsu.edu

Web: <https://www.gcsu.edu/fsl>

The Outdoor Center- The Outdoor Center will be sending out a daily dose of information through https://instagram.com/outdoor_gc and Facebook (<https://www.facebook.com/OutdoorGC/>). There will be a day dedicated to each of the following topics: our amazing student staff (and graduating seniors!), previous and future trip photos and videos, cool gear and how to maintain it, and submissions from our students about their adventures. We are looking forward to hearing about unique ways that our students have been and still are adventuring!

Phone: 478-445-5786

Email: outdoor@gcsu.edu

Web: <https://www.gcsu.edu/outdoor>

Parent and Family Programs- The Office of Parent and Family Programs continues to engage families of GC students through social media and e-mail newsletters. Families will receive information on supporting the transition to e-learning, developing routines, identifying anxiety and depression, fighting boredom, and promoting total wellness for students through this crisis. Interactive social media posts and events will encourage families to network and build community together.

Families can continue to reach out via phone or e-mail with questions.

Phone: 478-445-8566

Email: emily.jarvis@gcsu.edu

Web: <https://www.gcsu.edu/parent>

Student Activities and Organizations- The office of Student Activities and Org will send out the Virtual Programming Digest every Monday that will outline the various online programs that students can engage in. This digest will be sent via GC Connect and will hit the inbox of every student. We will also continue to work with all of the registered student organizations to prepare for the SABCprocess.

Student Disability Resource Center- The Student Disability Resource Center will continue to assist students with accommodations for courses. Our website provides links and resources that may be helpful, along with the steps to take to become registered with our office. Meetings are conducted with students via WebEx or phone calls. Student can continue to make appointments through Unify (same as Academic Advising and Career center) or they can just call at 478-445-5931 and disability@gcsu.edu.

Phone: 478-445-5931

Email: disability@gcsu.edu

Web: <https://www.gcsu.edu/disability>

Student Health Services- Student Health is continuing to offer appointments via telehealth, utilizing our remote electronic medical record access and WebEx or phone call advice. Students needing an appointment can call 478-445-5288. We are also engaging in social media to offer “Tips of the Day” for healthy habits associated with nutrition, sun care, sexual health, and healthy hygiene. For more information, visit: <https://www.gcsu.edu/studenthealth>

Phone: 478-445-5288

Email: student_health_services@gcsu.edu

Web: <https://www.gcsu.edu/studenthealth>

Wellness and Recreation Center- The Wellness and Recreation is currently offering various online Fitness and Intramural esportsprograms. Go

to <https://www.instagram.com/gcwellnessrec> each week to access the weekly virtual fitness schedule. Go to www.imleagues.com/gcsu to see what gaming leagues are currently being offered.

Phone: 478-445-7777

Email: wellness.recreation@gcsu.edu

Web: <https://www.gcsu.edu/wellnessrec>

The Women's Center and LGBTQ+ Programs- The Women's Center and LGBTQ+ Programs is offering a range of programs, community building opportunities, and training this week. Each week we will have a updated newsletter that includes all our offerings for the week. This is the link to this week's - newsletter: <https://www.smores.com/9y80z>. All of our programs and events have also been added to GC Connect.

Phone: 478-445-8519

Web: <https://www.gcsu.edu/womenscenter>

Please stay safe!

Shawn Brooks, PhD
Vice President for Student Life

March 28, 2020 - 10:10 a.m.

Dear Students

Welcome back to the Spring 2020 semester!

Classes will resume on Monday, March 30th and will be delivered online/remotely until the end of the semester. Please know that the Georgia College faculty and staff are prepared and stand ready to support your education so that you can successfully complete the remainder of the academic term.

You are probably already familiar with GeorgiaView/D2L, the GC Learning Management System. Please check the following [Navigation Guide Video Library](#), which provides instructions for its use. In addition, a dedicated webpage, [GC Keeps Learning](#), has been designed to serve as a central location with

resources, links, and information. We believe this portal will be useful and allow you to quickly access relevant information as we embrace this online learning environment.

To assist you with your online learning experience, here are some useful tips:

- Online courses provide flexibility. However, **your work must be completed within the timeline provided by your instructor.**
- **Time management** is critical when it comes to online courses. You may find this video on [Time Management for Online Students](#) helpful. Remember to keep track of major assignments, factor in prior commitments, allot yourself a certain amount of time for each task, and create a weekly schedule that you will follow. Be sure to identify a **dedicated study space**. This will help you remain organized. Completing your work consistently in a designated location, will encourage you to establish a routine.
- Be sure to **actively participate in online activities**. It is important that you check your course announcements and updates frequently. For example, some course requirements may involve commenting on a discussion board or posting a question. Be sure to familiarize yourself with these expectations. Remember that online courses are developed around the concept of collaboration and interaction. Faculty will encourage you to engage in the online experience. I encourage you to check often and **communicate with your professors**.
- Like you, your fellow students may have inquiries about assignments or projects. Reach out to them as you prepare for an exam, email your professor and be proactive in asking for help. Consider employing [Student WebEx](#) to collaborate with others. **Utilize the network of classroom peers and university resources** (University Library, Learning Center, Writing Center, Advising Center, etc..) to maximize your success. Don't be afraid to ask questions.

If you have any questions, please use the following:

- GeorgiaViewSupport: [Center for Teaching and Learning](#)- 8:00am-5:00pm(478-445-2520) (ctl@gcsu.edu)
- Password Issues: [SERVE HelpDesk](#) (478-445-7378 or via email: serve@gcsu.edu)
- 24/7/365 Assistance through Knowledge Base: [GeorgiaView Knowledge Center](#) or Help Center Agent (1-855-772-0423)

If for any reason a student has difficulty with the online technology or has challenges with internet service availability in a specific area of the state, please be sure to reach out to our [Serve Help Desk](#).

We want you to be successful and stand ready to support your academic journey. For additional resources and information, please be sure to visit [GC Keeps Learning](#) (also on [Instagram](#)). New material and information will be posted there frequently.

I wish you a productive remainder of the Spring 2020 semester. Please remember that Georgia College is here to assist you during these unprecedented times!

Go Bobcats!

CostasSpirou, PhD

Provost and Vice President for Academic Affairs

March 22, 2020 - 6:05 p.m.

Dear Students:

Thank you for your patience as we develop a refund plan to prorate relevant fee charges that will not be utilized for the remainder of the academic year. We sincerely regret our inability to fully meet your on-campus service needs due to the devastating effects of the COVID-19 pandemic.

The reimbursement plan will utilize March 16 as the last day of service for the services funded by all related fees. Using this date, there are seven weeks remaining in GC's 17-week semester. The approved plan allows for reimbursements that provide for prorated fee refunds for housing, dining, athletics, student activity, health/wellness, parking/transportation, and certain course-related fees.

We hope to start the refunds as soon as logistically possible and our goal is to have all relevant refunds completed by April 16. We ask that you make every effort to set up direct deposits. If you haven't already done so, please login to Unify, select PAWS then select the Student Account Center tab to enroll for direct deposit. For questions, please contact GC Business Office at 478-445-5254 or email businessoffice@gcsu.edu. Remember, **direct deposit is the most efficient way to receive your refund**. If your direct deposit profile is not established, GC will mail your refund check to the address on file in your student account.

Additional details on relevant refunds:

- Housing refunds will be based on the type of housing contract agreement utilized this semester. We have contracts ending in May, June and July and each contract will be reimbursed accordingly. The housing programming fee will be refunded for the remainder of the semester.
- Dining contract reimbursements will be prorated according to individual meal plan service agreements, using the effective date of March 16 for calculating unused meals. All balances remaining on 100 and 25 block-meal plans will be reimbursed as well.
- Course related fees are uniquely different and will be refunded based on an unused portion of the fee.
- **GC's mandatory fee structure is tiered based on the number of credit hours taken and the type of fee. All prorated refunds will be based on the relevant applicable tier associated with each student and the related fees that apply.** The refunding prorations are based on a factor of 41%, using 7 weeks for proposed refunds out of a 17 week semester. Additionally, each mandatory fee has been analyzed to determine if a certain percentage needs to be netted out due to continuing online or telephonic service delivery, on-going operational obligations, and/or building debt-service obligations. Refunds of this nature have not yet been experienced in the student account enterprise system platform; we are working diligently with the system office to ensure that all refunds can be viewed in an itemized format within your personal student account. Should this not be possible, our GC Business Office staff will always be available to explain your bill.
 - Athletic Fee, \$181 full fee: 34% of the mandatory athletic fee supports student scholarships that are still being utilized, so this amount will be netted out of the refund.
 - Health Fee, \$95 full fee: 63% of this fee supports running the Student Health Clinic and 37% supports Wellness programming. Staff continue to work in the Clinic answering phones and assisting anyone that may need help, so this amount will be netted out of the refund.
 - Parking & Transportation, \$75 full fee: \$10.50 of the Parking and Transportation Fee supports a PPV parking lot debt-service obligation, so this amount will be netted out of the refund.
 - Access/ID Card, \$9 full fee: The cards are still being used, and will be used over the summer and again in the fall.
 - Student Activity Fee, \$133 full fee: \$42 of the fee supports a building debt-service obligation, so this amount will be netted out of the refund.
 - Wellness Center Fee, \$175 full fee: This is a fee that entirely supports the debt-service obligation of the Center and will not be refunded.
 - Technology Fee, \$68 full fee: This fee will be used through the remainder of the semester to support the transition to digital and online instructional delivery and thus will not be refunded.

Thank you again for your patience and understanding as we continue to serve you. Respecting protocols for social distancing during this health crisis, GC continues to

work with skeletal crews and teleworking. Please know that we remain committed to supporting student success. If you have additional questions regarding your fees, the best way to contact us is:

GC Business Office

Phone: 478-445-5254

Email: businessoffice@gcsu.edu

Sincerely,

Steve M. Dorman
President

Susan C. Allen
Vice President for Finance & Administration

March 22, 2020 - 4:25 p.m.

Dear Georgia College Students:

This afternoon, the Baldwin County Board of Commissioners declared a state of emergency in Baldwin County due to confirmed cases of the COVID-19 virus. The declaration includes provisions that prevent social gatherings of 10 or more people. It also includes a curfew that will be imposed on non-essential travel from the hours of 10:00 PM to 6:00 AM. Work-related and emergency travel situations are exempted from this declaration.

As we begin the transition to online academics, we also need to make sure we are practicing the art of "Social Distancing." Social distancing is a term applied to actions that can be taken to stop or slow down the spread of COVID-19. This virus is a highly contagious illness that is spread by close contact with others. It is of the utmost importance to do everything we can to help bring the pandemic to a quick conclusion.

There are a number of things you should be avoiding including: group gatherings both indoors and outdoors (including pool areas), concerts, theaters, athletic events, retail stores, workouts at gyms, visitors in your house, and mass-transit systems to name a few. Do not change your behavior to avoid contracting COVID-19, rather, act as if you have the virus and change your behavior to avoid infecting others.

The safety and well-being of all members of our campus community is our top priority. Tackling this situation will require each of us to do our part to stop the

spread of COVID-19.

Please take care of yourself and others by practicing social distancing.

Warmest regards,

Shawn Brooks, PhD
Vice President for Student Life

March 19, 2020 - 2:54 p.m.

Dear Graduating Students:

I know that many of you are deeply disappointed upon hearing the news that Commencement will be cancelled in May. I, too, am disappointed as I always look forward to talking about the collective accomplishments of our students, seeing your smiling facings as you celebrate with each other and shaking your hand as you cross the stage.

The directive from the University System to cancel Commencement affects our Georgia College community as well as all other institutions within the University System of Georgia. Please understand that I know this was a very difficult decision that was taken with the best interests of our students and their families. We want to protect your health and safety and the health and safety of your family members who might gather for commencement. As you know, this decision is in keeping with the guidance issued by the CDC and the DPH regarding the assembly of large crowds.

These are difficult times, and there is much uncertainty and disruption happening all around us. However, Georgia College is committed to making sure we honor the achievements of our graduating students. We will not allow these unfortunate circumstances to take this precious moment away from you. If at all possible.....you will get your ceremony!

To all graduating students, please know that we will do all that we can to deliver

the graduation experience that you deserve. We want to celebrate your accomplishments! To those ends, we can announce the following:

- We are exploring multiple options to provide graduating students with a virtual ceremony for the May 1st and 2nd ceremonies. More information about this will be coming soon.
- In addition, we are committed to providing a postponed traditional ceremony in the near future as soon as the CDC and DPH indicate that it is safe to do so in a large event environment.
- It has always been our policy to allow graduating students who are unable to march at their own ceremony to attend a commencement ceremony at a later time. We will continue to honor that option for all graduating students.

On behalf of the entire Georgia College community, let me express my deep appreciation for your understanding and your patience during these unprecedented times. I am proud of what you have accomplished and look forward to the many ways in which we will celebrate your success with you and your loved ones.

With Bobcat Pride,

Steve M. Dorman

President
Georgia College & State University

March 17, 2020 - 11:00 a.m.

Dear Students:

In the interest of all students, the University System of Georgia (USG) announced a decision to move all instruction to an online format for the remainder of the semester. Georgia College will be closing all on-campus housing facilities, including West Campus Apartments, with minimal exceptions for students unable to return home, or who cannot find housing elsewhere.

Following guidance from the Centers for Disease Control (CDC) regarding social distancing and in an effort to prevent large crowds, the move out process will

occur in a staggered manner in multiple batches. Therefore, students are not allowed to return to campus until they receive permission from Georgia College. You will receive specific instructions regarding when you will be allowed to return to campus to retrieve your belongings from residence halls. Students must follow those instructions. We will make every effort to accommodate those students who are unable to depart campus.

On Wednesday, March 18, University Housing will release information regarding move-out procedures via email to all on-campus students. Students will be assigned a specific time for move out over the next week. To maintain student safety, it will be critical that students do not arrive on campus before their scheduled time. University Housing will provide instructions for rescheduling for those students who are unable to meet the move-out appointment.

In addition to the closure of on-campus housing, please note the following:

- Classes will resume via online instruction on Monday, March 30.
- The USG will be providing guidance to campuses regarding refunds for housing, dining, and other services. Students should wait for Georgia College to contact them.
- The Georgia College campus remains open with minimal staffing to ensure business and learning continuity.

Thank you for your patience and understanding during this unprecedented time. With your help, we will ensure the collective safety of our entire campus community.

Kind Regards,

Steve M. Dorman
President
Georgia College & State University

March 16, 2020 - 8:00 p.m.

Message for Faculty, Staff and Students:

Dear Colleagues and Students :

We just received guidance from the University System of Georgia that Georgia College, along with other institutions in the system, will move to online instruction

for all courses for the remainder of the semester. This situation is very fluid and evolving rapidly. More information will be released with additional details as soon as possible. The full message from the University System of Georgia is below:

**Georgia College Moves to Online Instruction for Remainder of Semester
For Immediate Release**

March 16, 2020

Contact: Aaron Diamant, aaron.diamant@usg.edu

The University System of Georgia (USG) has decided that Georgia College, along with all 26 institutions, will move to online instruction for all courses for the remainder of the semester with extremely limited exceptions. This action comes following last week's decision to suspend instruction for two weeks to ensure business and instructional continuity, and to allow further state assessment of COVID-19.

Students are not allowed to return to campus until they receive permission from their institution, which will be forthcoming soon.

Additionally, residence halls will be closed, with minimal exceptions for students unable to return home, or who cannot find housing elsewhere. Students will receive specific instructions from campus leaders regarding when they will be allowed to return to campus to retrieve their belongings from residence halls. Students must follow those instructions. For those students who are unable to depart campus, we will make every effort to accommodate these students.

The University System of Georgia will be providing guidance to campuses on refunds for housing, dining, and other services. Students should wait for Georgia College to contact them.

Georgia College will remain open, with minimal staff physically on-site, to ensure continuity of certain services.

In the end, we want to ensure that our faculty, staff and students are safe; that we do our part to help stem the spread of the coronavirus in Georgia; and that we fulfill our mission to graduate our students even in the face of these challenging times.

Thank you for your patience and understanding as we go through this unprecedented time. Please continue following the guidance from the CDC to protect your health and the health of your family.

Sincerely,

Steve M. Dorman
President
Georgia College & State University

March 13, 2020 - 10:00 a.m.

Greetings Students!

As you prepare for an extended Spring Break, I am reaching out with good wishes for a safe, healthy and restful time away. Please stay safe and pay close attention to CDC guidance about measures to take care of yourself and your loved ones.

In addition, as you head out, I strongly encourage you to take your books and learning materials with you. Please continue to check the Georgia College web site for important updates.

Have a good time and take good care.

Kind regards,

Shawn Brooks, PhD
Vice President for Student Life
Georgia College & State University

March 12, 2020 - 7:45 p.m.

Message for Students:

Subject: Temporary Suspension of Instruction

Dear Students,

The safety of our students is a top priority for Georgia College. Therefore, we are asking all students to depart campus by the end of the day on Friday, March 13, 2020 and to remain away from campus until March 29, 2020. At this time, students are not being asked to move out of their residence halls for the remainder of the semester. Georgia College will accommodate students who are unable to leave

campus.

While students are away from campus, Georgia College faculty and staff will be finalizing online instruction modules and business continuity plans. State officials will continue to assess the current situation regarding coronavirus (COVID-19) in Georgia.

Please check our [website](#) for the latest information as well as the [USG's website](#). Additional information will be posted as this situation continues to unfold.

Sincerely,

Steve Dorman
President
Georgia College

March 12, 2020 - 11:40 a.m

Wellness and Recreation Center Update

Dear Campus Community,

Late yesterday afternoon, we came to understand that a community member who stated they had recently traveled to Italy had used the Wellness and Recreation Center. Although the individual is asymptomatic, out of an abundance of caution, the Center was closed immediately and we contacted the Department of Public Health. We were advised to conduct a routine cleaning of the facility and to reopen. The individual has been contacted and informed they may not use the WRC until further notice.

Please know the health and safety of our students is always our top priority.

Britt McRae, MN, NP-C
Director, Student Health Services

March 10, 2020 - 4:46 p.m.

Campus community update from President Dorman on coronavirus and springbreak travel.

Dear Campus Community:

With Spring Break approaching, many of us will be taking a well-deserved break from campus. We continue to monitor the Coronavirus outbreak very carefully and want everyone to be safe and healthy upon their return to campus.

Please keep in mind the following if you are planning to travel during Spring Break or anytime thereafter:

- Check the travel information on the [Centers for Disease Control](#) (CDC) and [State Department](#) websites and talk with your family and travel companions to make a wise decision about travel plans.
- The CDC has urged everyone to avoid traveling to or through any of the [locations](#) with a Level 3 or Level 4 travel health notice.
- Consistent with guidelines from the CDC and the Georgia Department of Health, anyone traveling to, from or through a Level 3 or higher travel designation cannot return to campus until they have been asymptomatic for a period of 14 days from the date of entering or reentering the United States. These self-quarantined travelers must follow CDC and local health authority guidelines prior to returning to campus in an effort to keep everyone safe.

Guidelines for self-quarantine from the CDC include:

- Washing dishes, clothing, and bedding regularly.
 - Limiting the sharing of household items like drinking glasses, plates, utensils, bedding, towels, and clothing.
 - Regular cleaning of all high-touch surfaces including tables, countertops, doorknobs, keyboards, tablets, bathroom fixtures, television remotes, and phones.
 - Frequent hand washing.
 - Limiting contact with others in the home, including pets.
 - Restricting activities outside the home except for appointments with a medical professional for evaluation.
-
- Please note that the status of countries or regions identified by the CDC as having an elevated health risk may change while you are traveling and thus could affect airport or other travel procedures. Please pay attention to ongoing guidance and information from the CDC and the State Department websites for the latest updates.
 - The State Department has [recently alerted travelers](#) of an increased risk of infection of COVID-19 in a cruise ship environment.
 - ***At this point in time we are not transitioning to an online format for current instruction.*** We do encourage all faculty members to prepare for online

instructional delivery should unfolding circumstances require this approach to accommodate our students. Similarly, we encourage all students to prepare for the possibility of an online learning environment by accessing their GeorgiaView/D2L accounts.

- For all students, faculty and staff: if you are traveling in any capacity (international or domestic), whether for university business or personal travel, we have created an online travel registry. We encourage everyone to register their travel through our online [Travel Registry Form](#). You may be required to use your Unify credentials.
- If anyone experiences symptoms consistent with the coronavirus, please take all necessary precautions by self-isolating and seeking medical attention from your primary care provider or other appropriate health care facility.

The safety of our entire campus is our highest priority. For more information on the coronavirus, including guidance, resources and campus-specific announcements, please refer to our [website](#). We will be updating the site regularly.

Thank you for staying informed on this rapidly evolving situation.

Steve M. Dorman

President

Costas Spirou

Provost & Vice President for Academic Affairs

Britt McRae

Director, Student Health Services

March 5, 2020

Message from President Dorman to the campus community on Coronavirus

Dear Campus Community,

I know that as a campus community we are all concerned about the coronavirus and its impact. Please know that Georgia College places the highest priority on the safety of everyone on campus, and we are closely monitoring the situation as it

unfolds. We are coordinating efforts closely with the University System of Georgia and are reviewing guidance from the Centers for Disease Control (CDC) as well as the Georgia Department of Public Health.

We have created a website (<https://www.gcsu.edu/coronavirus>) that provides the latest updates on the coronavirus as it relates to our campus. It includes additional information and resources on how to prevent the spread of coronavirus. This webpage will be updated as additional information becomes available.

We are committed to doing all we can to keep our students, staff and faculty safe.

Sincerely,

Steve Dorman
President
Georgia College

News Stories Posted Wednesday April 15, 2020



Update: Medical masks being sewn by Georgia College costume supervisor

[Theatre & Dance, Department of](#): Wednesday April 15, 2020

(See bottom of story for update.)

Doing her part by staying at home didn't seem like enough. Cathleen O'Neal wanted to do more to help her neighbors and the world get through the COVID-19 crisis.

As Georgia College's Costume Supervisor—charged with making costumes for productions performed by the department of theatre—O'Neal put her sewing skills to good use. In less than a week, she constructed and donated 30 surgical and N-95 masks for hospitals in Atlanta.

Working on her next batch now, O'Neal hopes to also donate masks to Navicent

Health in Baldwin County.
Hospitals globally are running short of protective facial guards for medical personnel to wear.

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It’s all about being resourceful and trying to help out in ways that you can. Even if you’re only allowed to do one donation, please do it. Because the longer this goes on, the more masks they’re gonna need.



Cathleen O'Neal sewing masks from her home in Covington.

- Cathleen O'Neal

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“It’s all about being resourceful and trying to help out in ways that you can,” O’Neal said. “Even if you’re only allowed to do one donation, please do it. Because the longer this goes on, the more masks they’re gonna need.”

On March 25, O’Neal joined a rapidly growing Facebook group called, “Sewing Masks for Area Hospitals COVID-19-Atlanta.” It began almost two weeks ago with three women, who wanted to do more. By yesterday, it’d grown to more than 6,000 volunteers. The group has donated more than 6,000 masks, and health care facilities like The Children’s Hospital of Atlanta are calling for more.



O'Neal ironing masks.

It takes about 10 minutes for O’Neal to make one pleated, surgical mask. About 50 surgical masks can be sewn in a day without breaks. The N-95s are more involved with wired pockets around the nose that hold filters.

The Atlanta Facebook group has four basic styles people can choose, along with more technical patterns. Only cotton material can be used, since cotton is a natural filter. O’Neal is using fabric leftover from past

student projects—colorful, polka dotted, striped and even featuring baby elephants. She washes the fabric and frequently sanitizes her cutting tools.

When a plastic bag of 30 masks is completed, O’Neal drops the donation at a bin in Covington, where she lives. It’s a “no-contact” contribution. She drops the bag in the bin on a designated porch, wipes with sanitizer provided at the location and goes home. The number of bins has increased to dozens in the Atlanta area.

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Just sitting around the house, watching the news, it gets very daunting, especially if you’re helping by staying at home, but you want to do something more. This really spoke to me. It’s a great way for the community and those of us in the theatre and costume world to help out in our way. It warms my heart that I can do something.

- Cathleen O’Neal

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O’Neal was quick to find a way to help in the coronavirus crisis. She also acted fast to rearrange the final project for her Intro to Costume class.

Some students don’t have sewing machines at home, so O’Neal was afraid she’d have to cancel the last assignment: making a full garment. Students were going to use commercial patterns to make dresses for young girls in third world countries. Then O’Neal noticed the nonprofit, “Dress a Girl Around the World,” allows for easier T-shirt dresses to be constructed by hand.



O’Neal working from home.

She sent students packets with all the materials they need for the dress, which attaches a rectangle of fabric as a skirt to a child’s T-shirt. O’Neal’s making a video tutorial for students to follow, so they don’t feel “overwhelmed.”

Students, who are done early and have sewing machines at home, will be given extra credit for making surgical masks. They’ll send completed masks to O’Neal for delivery.

“I’ve gotten such a good response from the class. They’re glad I didn’t have to flat-out cancel the project,” she said. “I thought this might be something fun for the students to do in the midst of having to switch online for all of their core classes.”

To help O’Neal make more masks: Students, university personnel and community residents can send donations of cotton fabric, wire, elastic and even pipe cleaners. To make delivery arrangements, please email her directly at

cathleen.oneal@gcsu.edu.

[youtube embedcode="y6sPWV2S55g" style="fullwidth"]Cathleen O'Neal on making masks.[/youtube]

UPDATE: In two weeks, O'Neal has constructed 140 masks—donating 110 surgical and N-95 face covers for Atlanta area hospitals and, just recently, 30 N-95 face masks to meet a critical need at Eatonton Health & Rehabilitation nursing home.

She found out about the nursing home shortage from Shannon Blair, a 2018 graduate of Georgia College, who'll receive her master's in criminal justice in May. Blair is the home's social service director, charged with the "mental wellness" of 78 residents.

Since COVID-19, the nursing home is experiencing a shortage of protective masks for its nurses and staff. Blair had worn the same mask all week. When she saw this Front Page article about O'Neal, she reached out for help.

"The struggle for protection is everywhere, but this has given our facility one less worry in the middle of the crisis," Blair said. "Many people think about hospitals, but they forget the nursing homes are struggling too."



"With this donation, we're able to put full focus on the residents and not have to think about how to conserve masks," she said.

Blair worries about her residents, who are older. Many have previous health conditions. The facility is now closed to visitors, and Blair tries to make up for the loss of seeing family.

"Although the situation is scary, I have never once thought of leaving these residents alone," she said. "My biggest challenge is that I can no longer give them a hug or hold their hand."

When she read about O'Neal sewing masks, Blair said she "actually cried because, as a Bobcat, I am super proud of my college. Never have I been so proud of the place I work and the school I attend."

Congratulations Class of 2020

May 2020: Double major says courses, extracurriculars help her grow

[College of Arts & Sciences](#) : Wednesday April 15, 2020



Ruby Zimmerman

Ruby Zimmerman

What's your major? Do you have a minor? I am graduating as a double major in political science and rhetoric.

Where are you from? I'm from Marietta, Georgia.

What activities have you been involved with during college? Throughout my time in college I have participated in

Student Government Association (SGA), Young Democrats, the Honors Program, and I founded the non-partisan political student organization, BobcatsVote.

What was your favorite class/professor and why? My favorite course at Georgia

College was fundamentals of public speaking with Dr. Jan Hoffmann. I decided to become a rhetoric minor my sophomore year because I wanted to get over my anxieties that came with public speaking. I basically wanted to scare myself in course work to get out of my comfort zone. Dr. Hoffmann not only taught me the techniques to write and deliver various speeches, but inspired me to become a rhetoric major. After taking performance study courses, I have seen a transformation in myself into a confident communicator.

How has your experience at Georgia College helped you grow in your field or as a person? My personal motto has always been, "the more you learn, the more you grow," and I believe that the courses and extracurriculars that I was involved in were able to challenge me in my pursuit of growing as a person. I'm lucky to have participated in the GC in the D.C. program and interned for a U.S. Representative. It was this experience that helped me find my passion for public policy.

What are your plans after graduation? Although I do not have a solidified job after graduation, I have been applying to several positions in Washington D.C., both on and off Capitol Hill. My passion lies in education policy, so I hope to be able to make change, either small or large, to help students achieve and succeed in their academic adventures.

Anything else you'd like to mention? I just want to say "thank you" to everyone who has supported me throughout my journey at Georgia College. Congrats class of 2020!



Georgia College Student Kelly Bousquette Earns 2020 Newman Civic Fellowship

[College of Arts & Sciences](#) : Wednesday April 15, 2020

From the stories she'd heard about the Central State Hospital campus, Kelly Bousquette expected to find hollowed out halls and ghostly buildings in various states of disrepair, but what she found was surprisingly lush.

"It's not as creepy as a lot of people say it is," Bousquette said, speaking of her visit last October with a city councilman and the local redevelopment director. They met to talk about how her organization, Students for Change, might be able to help revitalize use of the grounds. Her organization, started officially in September of 2019, has in the words of Georgia College President Dr. Steve Dorman, created a "very important link between Georgia College students and the larger community." It was this link that earned her a place among the nearly 300 nationwide recipients of the 2020 Newman Civic Fellowship.



Kelly Bousquette

Bousquette was unaware of her nomination for the award. Her primary goal was always helping people. Her mission, in creating Students for Change, was to "help advocate, fundraise, and aid with the CSHLRA (Central State Hospital Local Redevelopment Authority) projects including the development of a community garden/greenhouse, homeless shelter, rape crisis center, and mental health museum," said Bousquette. If that sounds like a lot to take on at once, it's nothing compared to what Bousquette was doing before.

On top of majoring in liberal studies, psychology, sociology, and criminal justice, Bousquette was in six or seven student organizations during her freshman year, including GC Miracle, Habitat for Humanity, Gamma Sigma Sigma, among many others.

"In my sophomore year, I got some advice, in the nicest way possible, that I should maybe focus my attention because I wouldn't get as much done spreading myself so thin," Bousquette said.

The Newman Civic Fellowship was created to recognize students for their contribution to public issues. It will grant Bousquette access to resources and mentorships throughout the 2020-2021 academic year, as well as scholarship and post-graduate opportunities. Bousquette is hoping that she'll be able to pass on the knowledge to the leaders in her organization. The award will also come with a certificate later this month. This comes at a time when Bousquette's organization is temporarily on lockdown because of the COVID-19 pandemic.

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Her mission, in creating Students for Change, was to "help advocate, fundraise, and aid with the CSHLRA (Central State Hospital Local Redevelopment Authority) projects including the development of a community garden/greenhouse, homeless shelter, rape crisis center, and mental health museum," said Bousquette

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"April was going to be our biggest month," Bousquette said, "We were going to have our drive for the Bright House."

The Bright House in Milledgeville is a division of the Southern Crescent Sexual Assault and Child Advocacy Center which has been working with Students for Change. They had intended to open up the house for tours in April as well, as well as hosting Sounds of the South, a large benefit bar crawl in downtown Milledgeville, but now those will have to be postponed. She's still hopeful that

they'll be able to hold the drive virtually.

"I'm also in the GC Service Council, and right now, every Tuesday, we're holding webinars on how you can have virtual meetings for your organization, but I know that every family is struggling. It's something that I'm struggling with myself. It's an adjustment that I haven't gotten used to just yet."

With everyone still reeling from the tumult that the global lockdown has created, the only thing that is assured is that the world will need more students like Kelly Bousquette in the aftermath. More students with the drive to help solve civic issues, bridge the gaps between universities and communities, and who are not afraid to go into those areas that need help the most and offer it.

News Stories Posted Thursday April 16, 2020



Senior uses leadership skills to improve local town

[University Communications](#) : Thursday April 16, 2020

Senior political science major and SGA President Amelia Lord has a strong sense of leadership and community. She always has. From her time at Georgia College to her new role as a Venture for America (VFA) fellow, she will leave her mark in the heart of Milledgeville.

Lord was one of 40 applicants selected for the fellowship out of nearly 4,000 nationwide. The adventure begins in July with a five-week training camp in Detroit, Michigan. Once Lord completes the training, she will move to Milledgeville and begin her two-year fellowship working for a small nonprofit or startup.

"I want to make an impact and work with an organization I believe in and help build it from the ground up," she said. "VFA is providing me with the structure, support and ongoing training to immerse myself in a new venture while continuing my education through courses and mentorship."

Prior to being accepted, Lord completed an application, two essays and an interview. She went on to participate in Selection Day, which consisted of all-day



Amelia Lord

group and individual interviews, project simulations and seminars. It was the largest application cycle yet for VFA.

“Applied leadership, small group communications and flexibility are what I will be taking with me from my time as a student leader on campus,” Lord said. “GC provides amazing opportunities for students to grow their organizations, projects and initiatives within a supportive community. Taking advantage of what GC has to offer gave me everything I needed to stand out in the competitive application process.”

VFA Fellows interview with over 250 affiliate startups across 14 cities. The match process, where the startup companies and fellows pick each other, will be completed in May. After she

interviews with several startups, Lord will choose one to work at for two years. When she has completed this fellowship, Lord hopes to apply what she's learned and begin her own business in Milledgeville.

“I am looking to fill a role in operations management or development and am interested in sustainability and its role in community connections,” said Lord. “What has excited me the most is the innovation and breadth of what the startup covers.”

The startups range from involvement in farm-to-table food and engineering artificial intelligence to sustainable clothing lines and homeless shelters.

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“GC provides amazing opportunities for students to grow their organizations, projects and initiatives within a supportive community. Taking advantage of what GC has to offer gave me everything I needed to stand out in the competitive application process.”

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Lord’s experience at Georgia College prepared her for this leadership role by providing her an opportunity to grow in different areas.

“Attending a school with a liberal arts mission allowed me to customize my own university experience by choosing GC1Y and 2Y courses, which broaden my view of the world. Having access to leadership roles and being able to easily reach my professors for guidance made me into a person who is highly competitive against other students from much larger, well-known campuses across the nation,” she said.

Lord credits the networking she learned at Georgia College’s Career Center for making this fellowship possible.

“My resume was in the mix with other students who attend elite private schools and other prestigious universities,” she said. “In fact, in my interview group on selection day I was the only applicant out of the nine others I was grouped with who didn’t go to a large university. But I was able to have this opportunity because of the unique way that GC stands out and allows their students to stand out as well.”

Lord recognizes the entire staff in Student Life, especially the HUB, Give Center and Campus Life office, for supporting her during her time at Georgia College.

She feels her experiences of creating an organization on campus, volunteering in the community, managing a budget, communicating with faculty and administration and growing relationships with students and alumni all have been steps that led her towards this opportunity and will carry her through it.

“I feel that GC has given me a foundation in so many different areas and allowed me to experience leadership in all forms,” Lord said.

Venture for America’s alumni network is filled with people who have dedicated themselves to new companies and ideas. She hopes to do the same.

“I want to use the skills I gain over the next two years and bring them back to Milledgeville. I see so much potential to grow here,” she said. “I want to encourage more GC graduates to invest in this town, grow the arts scene, put down roots and create a place that looks to the future more than the past.”



May 2020: Biology senior to work as medical scribe before med school

[Biology & Environmental Sciences, Department of](#): Thursday April 16, 2020

Morgan 'Raine' Foulkes

From: I'm from Macon, Georgia, but I live primarily in Milledgeville.

Major/minor: Premed and biology major with a minor in chemistry.

[Raine Foulkes](#)

Why Georgia College: GCSU is a good fit for me for many reasons. Once I was accepted into GCSU and decided that I wanted to go to medical school, I picked biology, because I knew I could satisfy my premed requirements without a lot of extra classes.

Activities: I tutored chemistry at the Learning Center, and I absolutely loved it. My coworkers and the students who came in were genuinely fun to be around. Also, I am President of the Premed Club and lucky to be part of the premed mentorship with Dr. Ashok Hegde.

Study Abroad: I studied ecology in the Bahamas in May 2017 and had a great time. We spent a lot of time working with local agencies to increase the community's knowledge of reef ecology.

Best memory: One of my favorite memories from college is when I attended the National Conferences on Undergraduate Research with my lab group in Oklahoma City, and we visited the local botanical

Favorite professors: I have many favorite professors at Georgia College, including Dr. Hegde, Dr. Okoth, Dr. France and Dr. Ionta. But, this semester, I have really enjoyed taking Quantitative Analysis with Dr. Wathsala Medawala. She is a very interactive, kind and clear teacher. After graduation, my education will shift away from chemistry. So, I am relishing this class as one of my final experiences in the Chemistry Department.

How have you changed in college? Most of all, I have become more aware of the relationship that I have with myself. I'm the same person I have always been—but with greater clarity on what I want out of life.

How are you dealing with the coronavirus crisis? I am a very social and busy person, so my life has changed a lot since before the SARS-CoV-2 pandemic. Like many others, I spend a ton of time at home in my apartment in Milledgeville. In some respects, this has been a relatively easy adjustment since I was ready for a break before this. But some days are harder than others. Going to the grocery store is especially stressful. I wear swim goggles and a bandana around my nose and mouth in congested public places now. Luckily, my classes have translated well into the online format, and I know how to study. If I were a freshman, I can imagine school would be much more difficult—mainly due to the self-discipline and independence remote learning requires.

Advice for new students:

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Focus on what you can control in life and put your energy into making your



Raine with one of her cats, Tostita.

experiences more positive, rather than less negative. Also, be easy on yourself, we're all still learning.

- Senior Raine Foulkes

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Future: In the next 3 months. I'll apply to med school, and I hope to start at the Medical College of Georgia in August 2021. Until then, I have a job working as a medical scribe for a nurse practitioner at North Macon Family Healthcare. I plan on becoming certified to teach yoga in my gap year as well. I'm not sure what kind of doctor I want to be, but I'm thinking about a combination family medicine-psychiatry residency.

News Stories Posted Friday April 17, 2020



May 2020: Returning to Disney, but in a chemistry lab

[Chemistry, Physics, & Astronomy, Department of](#): Friday April 17, 2020



Kathryn Keegan

From: Grayson, Georgia

Major: Chemistry, biochemistry concentration

Extracurricular activities:
Secretary, Gamma Beta Phi

What do you aspire to do once you graduate? I plan to work in a chemistry lab for a couple months before reapplying to do another Disney College program or a professional internship through Disney in a chemistry lab. This is my backup plan,

because I was originally accepted to a second Disney College program that was cancelled due to COVID-19.

Why did you choose this profession? Science has been something I've grown up with, because my dad is a chemical engineer and my mother is a nurse practitioner. Chemistry was the science that I enjoyed most in high school. I would like to go back and work for Disney, because I loved the company and the people I worked with so much.

How do you feel Georgia College prepared you for this profession? I think that the Chemistry Department here is absolutely amazing. My research here is the reason I moved onto the interview stage of a professional chemistry internship at Disney.

What was your favorite class at GC and why? The class I enjoyed the most was junior seminar for chemistry, because we all had to do a presentation of careers with a chemistry degree, but most of them had to do with a different field than just working in a chemistry lab.



Kathryn Keegan (far right) in Dr. Catrena Lisse's class.

What did you enjoy most about working for Disney? How the people I worked with treated me like family.

How long were you a lab assistant? I have been a lab assistant for the past two semesters.

What did you enjoy most about being a lab assistant? I loved helping other students.

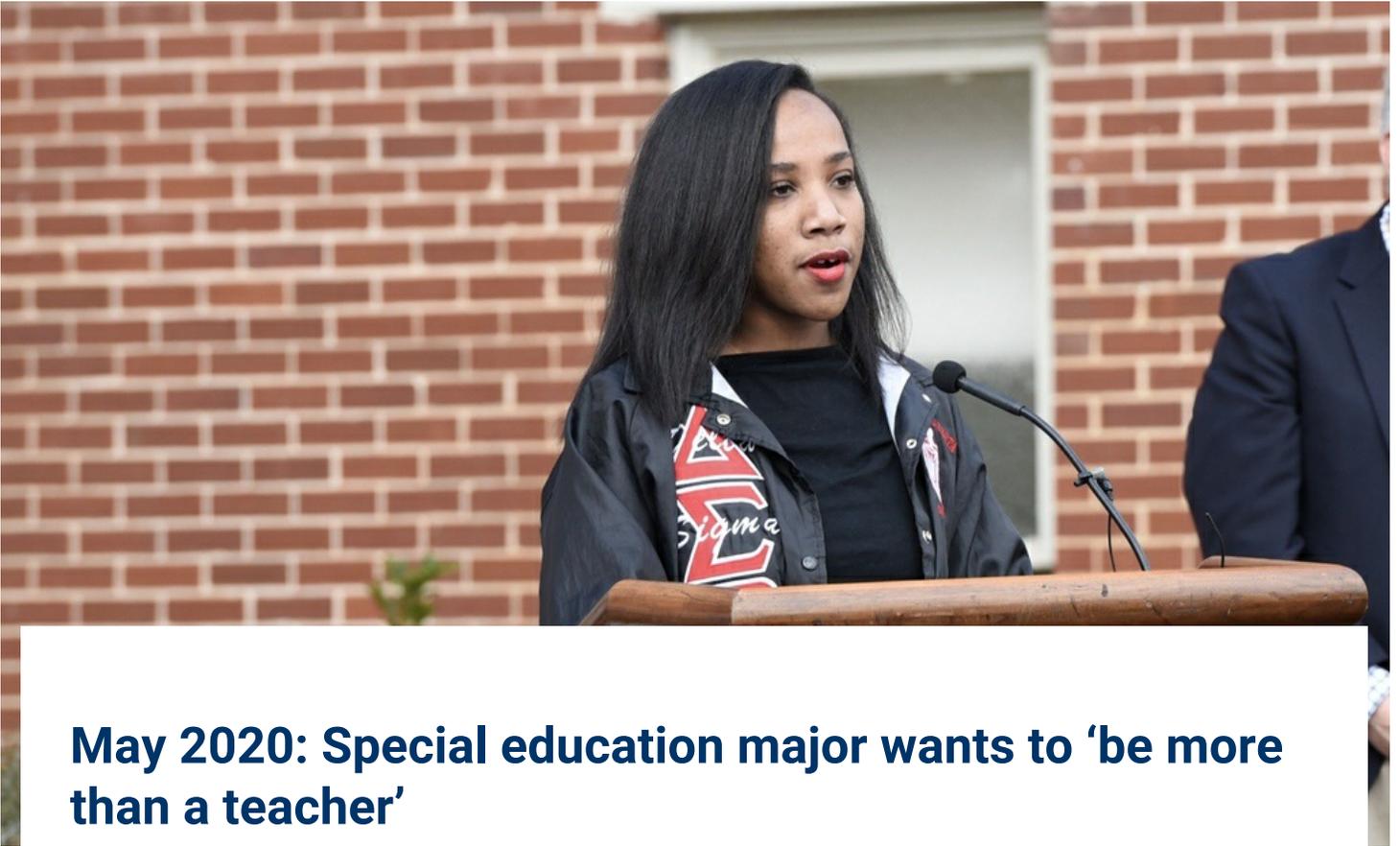
What are your future education plans? I plan to eventually get an MBA.

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I think that the Chemistry Department here is absolutely amazing. My research here is the reason I moved onto the interview stage of a professional chemistry internship at Disney.

- Kathryn Keegan

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May 2020: Special education major wants to ‘be more than a teacher’

[Teacher Education, Department of](#) : Friday April 17, 2020

Jasia Clark

From: Athens, Georgia

Major: Special education. The passion I have for my future career is sometimes hard to put into words. Education wasn't always my first choice. Originally, I wanted to grow up and pursue a profession in the medical field. It wasn't until middle school that I truly started to realize the impact of a teacher and just how important they are. I've always stated that I want to be more than just a teacher. I want to be an educator. I want to provide students with more than just standards and curriculum but also life lessons that go beyond



Jasia Clark passing out absentee ballot information for a political awareness event hosted by the Nu Tau Chapter of Delta Sigma Theta Sorority, Inc.

the classroom. This profession allows me to make a difference. I will be able to fill young minds with information. I will create lifelong learners. I will give students the tools they need to be successful. I will give children the one thing that cannot be taken away from them – knowledge! And knowledge is power!

Why Georgia College: It was, honestly, a last-minute choice. I wanted to attend a school that wasn't too far from home or too large. I toured Georgia College and decided that exact day– this was my college.

Activities: During my time at Georgia College, I've been involved in a number of clubs and organizations. Freshman year, I completed the Servant Leadership Cohort and participated in Best Buddies. I am also a member of the Council for Exceptional Children, Black Student Alliance, Phi Kappa Phi Honor Society, and Delta Sigma Theta Sorority, Inc. Additionally, I've had the honor of serving the community through different bullying prevention initiatives. I started L.O.V.E (Lending Our Voices Everyday), while in high school. L.O.V.E. is an organization that works to prevent and bring awareness to bullying, while empowering youth to use their voice. The GIVE Center and Baldwin County School District has been so supportive in letting me continue my initiative here in Milledgeville over the past four years. Some of the opportunities included speaking to the district's leadership and presenting at Oak Hill Middle School and Georgia College Early College.

Best memory: April 22, 2018! On this day, I reintroduced myself to the campus as a member of Delta Sigma Theta Sorority, Inc. Becoming a member of this organization was a dream come true. It was truly a blessing being able to share that joy with the campus, my family, and friends.

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They are three professors whose passion for what they teach is contagious. Their courses challenged me and provided new perspectives.

- Jasia Clark

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Favorite professor: I've been very fortunate to have many great professors. During my first two years, I wanted to take as many courses as possible with Dr. Keith Lee, Dr. Stephanie McClure, and Dr. Paulette Cross. They are three professors whose passion for what they teach is contagious. Their courses challenged me and provided new perspectives. I will forever appreciate them and their willingness to always advocate for what is right and equitable. It doesn't stop there. Once I entered into the special education cohort, I truly gained an army of great professors. The College of Education has some of the best faculty this college has to offer! Dr. Nicole DeClouette, Dr. Desha Williams, Dr. Sandra Smith, Dr. Stephen Wills, Dr. Roddran Grimes, Mrs. Hiller Crook, and the list continues! They are all

individuals who have instilled so much knowledge and have prepared me for my future career. They have encouraged, challenged and pushed me to see my full potential.

How did college change you? College has provided me with many life lessons. I have grown in my ability to balance my time, see and understand the perspective of others, and my willingness embrace change. College has made me stronger, more fearless and brought a lot of phenomenal people into my life.



Jasia Clark giving a presentation on Bullying Prevention at Oak Hill Middle School

How are you coping with the coronavirus pandemic?

Senior year came to an abrupt end. I did not expect to lose the opportunity of saying goodbye to my Georgia College family, and I didn't know March 13th would be the last day I saw my students in the classroom. In order to cope with this change, I am writing letters to different professors, mentors and the students from my student teaching internship and thanking them for helping me prepare for my profession.

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No one said these next four years will be easy, but I promise it'll be worth it.

- Jasia Clark

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Advice for new students: I have three simple suggestions for our incoming bobcats. First, stay true to yourself! Rick Warren once said " Wearing a mask wears you out. Faking is fatiguing. The most exhausting activity is pretending to be what you know you aren't." I couldn't agree more! There were moments in my college years when I forgot to do the things that I enjoyed, because I was concerned with what others thought. Do not change to impress others but change because it makes you a better person. Secondly, find your passion! It's okay to enroll in college undeclared or to change your major. You will take classes and meet people who change your perspective, and you'll gain new values. This is your time to invest in yourself. So, cherish the moments, discover your passion and make a positive impact. Most importantly, never give up! No one said these next four years will be easy, but I promise it'll be worth it. There will always be challenges and obstacles. But you have to meet those challenges straight on with your head held high and your heart wide open. Stay true to yourself, find your passion, never give up, learn from your mistakes, persevere, be a leader, believe in yourself, inspire others and aim high!

Future plans: I've begun interviewing with different schools for a teaching position.

I am looking forward to starting my career as an educator and having a classroom of my own. Additionally, I have applied for the College of Education's Curriculum and Instruction graduate program and will start pursuing my master's degree.



Senior's paleontology presentation derailed by virus but back-on-track for online conference

[Biology & Environmental Sciences, Department of](#): Friday April 17, 2020

Colin Calvert, a senior environmental science major researching the length of ancient sea snakes, was unable to present his findings at the Georgia Academy of Science at Valdosta State University in March due to the virus that causes COVID-19.

But Calvert quickly switched gears at home in Roswell, where he's finishing a presentation poster for next week's annual undergraduate research conference at Georgia College—which will be streamed online this year.

"I was going to do an oral presentation at the Georgia Academy of Science," Calvert said. "I was very disappointed to hear I wouldn't get to present there, since it would've been a good experience."

It was in the paleontology lab at Georgia College the past two years that Calvert helped perfect a mathematical 'regression equation' to determine the length of Georgian sea snakes that lived 30 million years ago.

Calvert used 400 bones from modern snakes to make the math equation. He then used the formula to calculate the length of ancient sea snakes, using 40 vertebrae

fossils—some as large as an inch—that he chiseled out of a kaolin mine in Wilkinson County with paleontologist and professor Dr. Al Mead.

He discovered the 30 million-year-old bones were from snakes as long as 16-feet.



Senior Colin Calvert in the paleontology lab at Georgia College.

“**There’s never been a good, solid estimate of how long ancient sea snakes were in this area—so, that’s new. A 16-footer is unusual. That’s a big snake. Probably the biggest rattle snake today’s going to be 6 feet. So, these were massive snakes.**

- Dr. Al Mead, paleontologist and professor of biology

“There’s never been a good, solid estimate of how long ancient sea snakes were in this area—so, that’s new,” Mead said. “A 16-footer is unusual. That’s a big snake. Probably the biggest rattle snake today’s going to be 6 feet. So, these were massive snakes.”

“We have a lot of confidence we can take any snake vertebrae and determine the length of the snake, using this equation,” he said.

The study also confirmed the existence of two species of sea snakes in this area in prehistoric times: *Palaeophis* and *Pterosphenus*. They were the marine version of modern-day boas.

“We’re trying to understand the diversity of past life,” Mead said. “We see major changes occurring today. We know that we’re losing enormous numbers of species in a very short amount of time. Until we have a handle on what has been the diversity, we can’t really understand the significance of the loss of diversity that we’re seeing today.”



Dr. Al Mead and senior Colin Calvert.

Calvert started his research activity at Georgia College with a focus on compost. Since switching to the study of fossils, however, he's now considering a master's in paleontology. He likes the methodical, careful work of scraping fossils clean of debris.



Colin Calvert.

Calvert was a sophomore, when Mead had him categorize hundreds of teeth from sharks, sting rays and barracuda. They were discovered along with a whale bone and giant oyster in Central Georgia, more than 100 miles from the nearest beach.

Millions of years ago, all the continents were together. As North America and Africa rifted apart, the Atlantic Ocean formed, and the Georgia coastline wasn't where it is today. Sediment erosion continually dumped over the fall line—which stretches from Augusta, Milledgeville, Macon and Columbus—to where the modern coastline now sits.

“

It's very exciting, really cool, to find evidence of ancient sea snakes in Middle Georgia. These snake vertebrae are really rare, and it's unusual we found so many in that locality.

- Dr. Al Mead

“It’s very exciting, really cool, to find evidence of ancient sea snakes in Middle Georgia. These snake vertebrae are really rare,” Mead said, “and it’s unusual we found so many in that locality.”

The teeth and snake vertebrae were found in the same kaolin mine. Rain washes away clay, continuously exposing new material. When workers see something unusual sticking out of the clay, they call Mead.

He and Calvert have spent a lot of time scraping off limestone and digging fossil nodules from the mine. They get covered head-to-toe in mud in the process.

In the lab, Calvert spends 20 hours cleaning one small fossil. He stabilizes them by cleaning off hardened sediment with hydrochloric acid, metal picks, toothpicks— even porcupine quills. He uses a nasal aspirator ball to blow off the last fragments and then lets the bones dry.

“It’s just slow. You have to take it slow,” Calvert said. “It took all semester just to clean five or six.”

“But that’s what I enjoy the most, getting to interact with all the fossils on a weekly basis. It’s really cool,” he said. “In the beginning, I was so scared of breaking one. I’ve broken a couple, but I was able to glue them back together.”



Calvert measures a 30-million-year-old snake vertebrae.

Next, Calvert will extend his research to see if the mathematical regression equation works on a different family of modern snakes. Then, he’ll compare groups of modern snakes to the ancient sea snake. This will be a first-of-its-kind research, Mead said. Calvert hopes to publish a paper before he graduates in spring 2021.

He’d also like to determine how big the 30-million-year-old snakes were in girth. Were they thick and round or long and skinny?

The odds of finding answers at a small, liberal arts college, where there’s one-on-one attention and the opportunity to do undergraduate research, are good. Calvert appreciates the close-knit learning atmosphere, which includes visits to the

professor's home for homemade pizza, Frisbee and dominoes.

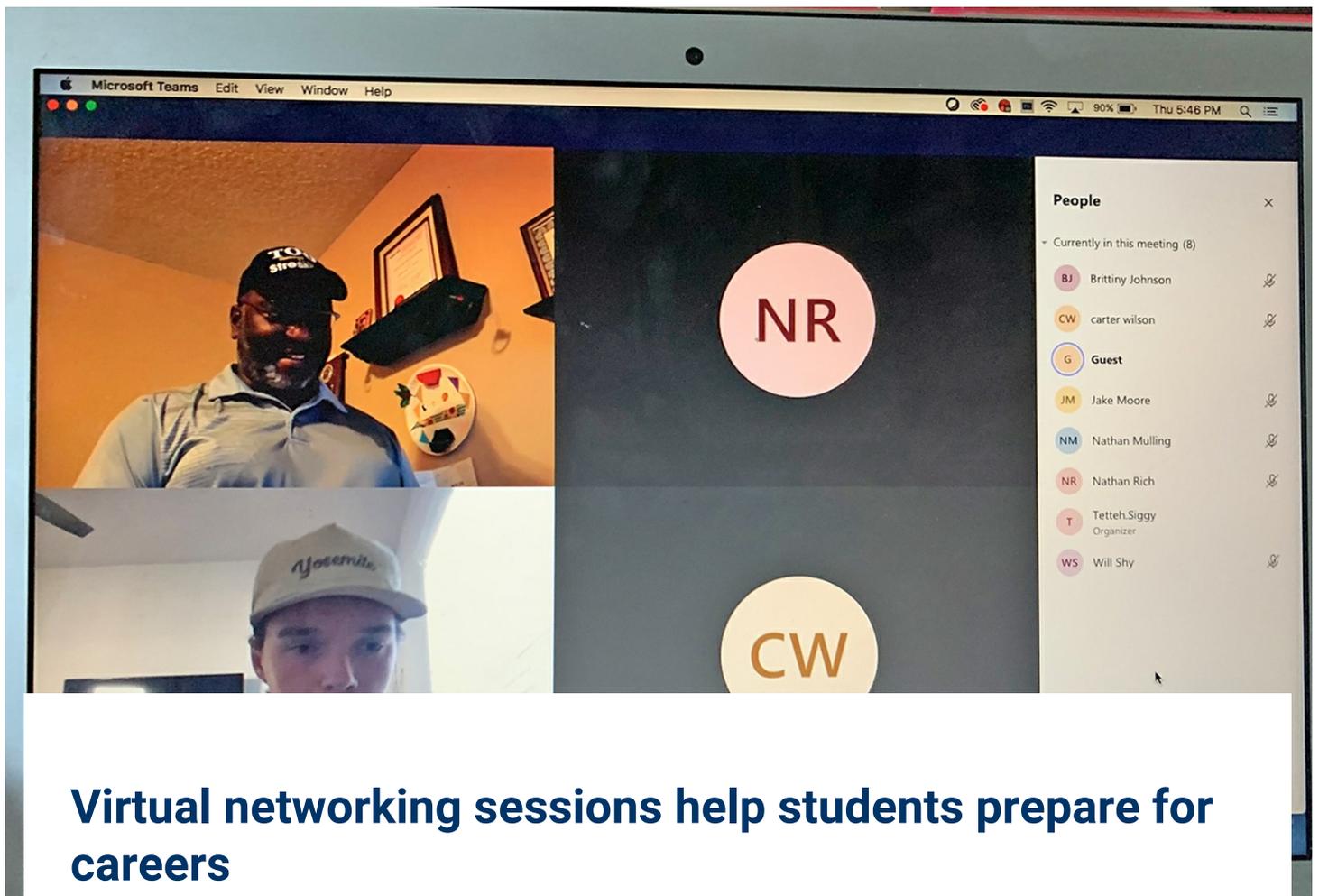
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This has been a great experience. There's definitely a really good interaction with your professors at Georgia College that you wouldn't get at a larger school.

- Colin Calvert

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News Stories Posted Monday April 20, 2020



Virtual networking sessions help students prepare for careers

Information Systems & Computer Science, Department of: Monday April 20, 2020
Each spring, Georgia College's IT Advisory Board holds an annual student networking event. There, students receive valuable career information as well as work on their social and professional networking skills.

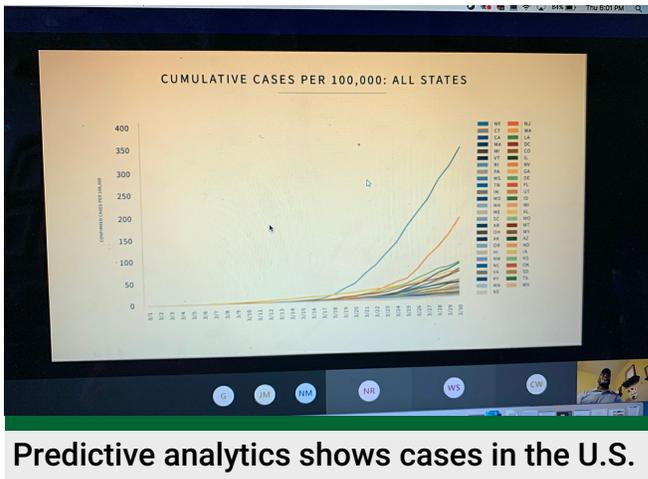
"While the annual event is open to all computer science and information systems majors and minors, the students currently in the ISCS Professional Development course are required to attend the event," said Dr. Tanya Goette, chair of the Department of Information Systems and Computer Science.

Originally scheduled for mid-April, the format had to be reworked after Georgia College instituted an online format for all programs and activities due to the coronavirus pandemic.

The departmental advisory board sponsors and creates the program for the annual student networking event. In the last few weeks, Goette asked if they would be willing to do a virtual version this year, and 12 volunteered to participate.

“My board members are awesome and always support our students in so many ways,” said Goette. “I never had to wonder if they would be supportive or not; it was just a matter of what form the support would need to take.”

The 88 students in Goette’s class were divided into small groups and assigned to an online session. She wanted each group to be small enough for students to be engaged and interact. Most had around 7-10 students.



Siggy Tetteh has been an IT advisory board member for more than four years, and is the Director of IT Rural Health—responsible for the Information Technology of Rural Hospitals (Navicent Health Baldwin, Peach Medical Center Navicent Health and Monroe County Hospital). He hosted one session where he not only discussed the work and responsibilities of project

managers and data analysts, but also connected that work to the current situation facing the U.S with COVID-19.

He showed predictive graphs of the number of deaths expected and when the cases are expected to peak—all created using predictive analytics and data analysis.

For Tetteh, he hoped to not only give students a glimpse into the work of their future careers, but also an opportunity to connect with him as a professional.

“Student networking is a crucial part of the learning experience to better prepare students to look at IT in a very positive and fulfilling way,” said Tetteh.

In his presentation, he highlighted the typical salaries for professionals and discussed in-depth the specific areas the students showed interest in. Although the format of the event had to be slightly changed from in-person to online, he hopes students still see it as a valuable experience.

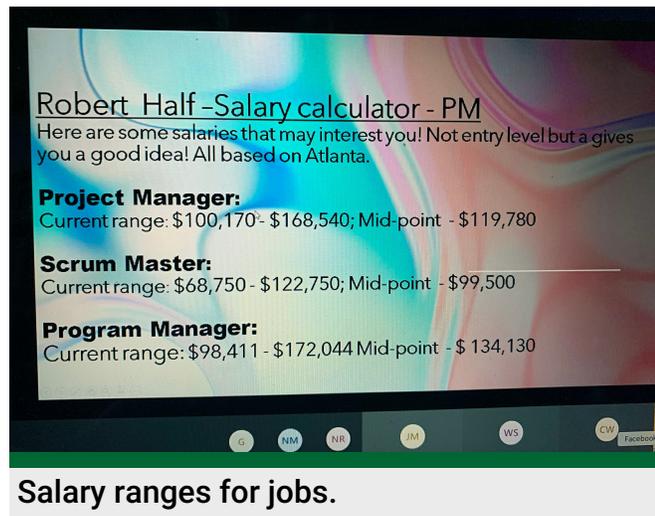
“For all the years I have been participating in this event, I have seen the tremendous benefit that it affords the students in honing their decisions about a career choice that will help them flourish and succeed,” he said. “We are technology nerds, so it is a great way to use the techniques of our trade to the

fullest so that social distancing will not stop us from achieving this goal.”

Goette encourages her students to take advantage of professional development throughout their college experience to set them up for success in their future careers.

“Students do not know what they don't know. Many students have held retail, food service, landscaping or babysitting type jobs, but the number who have worked in an office setting is limited,” said Goette.

“Whenever we can expose them to executives and technologists in the field, the students can learn something that they can take with them and apply to other situations or other classes,” she said.





Georgia College's 23rd annual undergraduate research conference moved online

[Conferences](#) : Monday April 20, 2020

As COVID-19 was changing the way we work and live, more than 60 Georgia College students lost the chance to orally present undergraduate research at prestigious peer gatherings nationwide.

Georgia College moved quickly to ensure students did not also lose the opportunity to present their findings at its spring conference, as well.

Just in time for National Undergraduate Research Week—Georgia College is hosting its 23rd Annual Undergraduate Research Conference. Normally held on campus—it was reorganized to stream online starting at noon April 20, and run through 5:30 p.m. Thursday, April 24.

Interested viewers can access the conference at this [link](#) to see digital posters and video presentations, divided by academic disciplines. Faculty, students, staff and community members can interact with researchers via comment boxes. After Thursday, research abstracts will be archived online for viewing, but comments will end.

“When we reached out to students and told them we weren’t cancelling our research conference, they were pretty excited,” said Dr. Jordan Cofer, associate provost for Transformative Learning Experiences.



Poster for Georgia College's 2020 Undergraduate Research Conference, being held online this year.

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The hardest part is the lack of real-time feedback. But I'm happy that, despite all the complications of moving online, we still have a platform to share our students' great work.

- Dr. Jordan Cofer

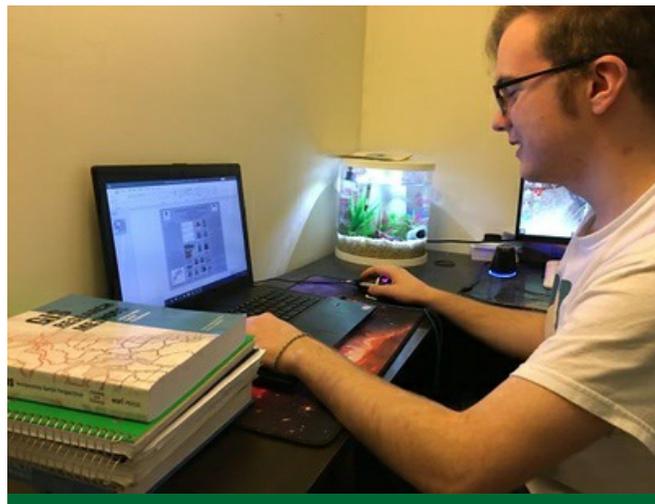
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“The hardest part is the lack of real-time feedback,” he said. “But I'm happy that, despite all the complications of moving online, we still have a platform to share our students' great work.”

Multiple conferences in the United States were canceled, including the National Council for Undergraduate Research (NCUR), American Chemical Society (ACS), Southeastern Psychology Association (SEPA), Southeastern Biologists Association (SEBA), Marketing Management Association (MMA) and Southeastern Sociological Association (SESA), as well as the undergraduate research conference for COPLAC (Council of Public Liberal Arts Colleges).

That's why senior Colin Calvert was relieved to learn there was still a venue to display his work on ancient sea snakes. Calvert was going to present his findings at the Georgia Academy of Science conference at Valdosta State University in March. But it was canceled. He's been busy at his home in Roswell making his original poster digital, while also finishing classes online.

“I'm happy that I get to share my work, but I would much prefer to do it in person,” Calvert said.

Safety was first on everyone's minds, when social distancing became the norm. But never once did Dr. Doreen Sams think of canceling Georgia College's undergraduate research conference. A marketing professor and coordinator for Mentored Undergraduate Research and Creative Endeavors (MURACE), Sams once presented online research in Spain. Her first reaction to the coronavirus shutdown was: “Okay, we can deal



Senior environmental science major Colin Calvert, working at home.

with this.”

Sams and Kelly Massey, conference co-chairs, and Cofer worked with Holly Croft, digital archivist at Ina Dillard Russell Library, to put the undergraduate research conference online. In the short time they had to regroup, they decided to use KnowledgeBox for an online venue. Plus, they watched webinars on the topic and sat in on community chats for the Council on Undergraduate Research (CUR). Colleagues worldwide are sharing tips, Sams said.

[Dr. Doreen Sams talks about putting the conference online.](#)

It’s not been without its challenges. Even without a pandemic to worry about, spring is MURACE’s busiest time of the year. In addition to usual tasks, they had to contact all student researchers by email about the changes, create an online presence for the conference and update information on their websites. Meanwhile, they’re getting weekly requests via WebEx and Zoom from students, who need help with digital posters and videos.

“

There are always unforeseeable challenges, but Georgia College has such good people that we’ve been able to keep moving with this conference, despite the hiccups.

- Dr. Jordan Cofer

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“There are always unforeseeable challenges,” Cofer said, “but Georgia College has such good people that we’ve been able to keep moving with this conference, despite the hiccups.”

“This is an exciting opportunity to see what works online,” he added. “It might open up some new avenues for us going into the future.”

The review process to be accepted to Georgia College’s conference was waived this year for students who had other conferences canceled. Sams hopes this will result in more students presenting this year. They expect to have about 84 participants.

Because the conference will be four days, instead of one, more visitors are also expected.

It’s been a difficult road. But students will have something worthwhile to show for their last-minute efforts and stress. Research is a high-impact practice that’s needed more than ever in today’s world, Sams said, so it’s worth the hard work.

“

Overcoming obstacles is what we do. We'll overcome the current difficulties of COVID-19. During this time, everyone's learning how to adapt and be creative and flexible in our decision making. How we address life's challenges shows in who we are as a people.

- Dr. Doreen Sams

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News Stories Posted Tuesday April 21, 2020



Sodexo works to help employees during campus closure

[Dining Services](#) : Tuesday April 21, 2020

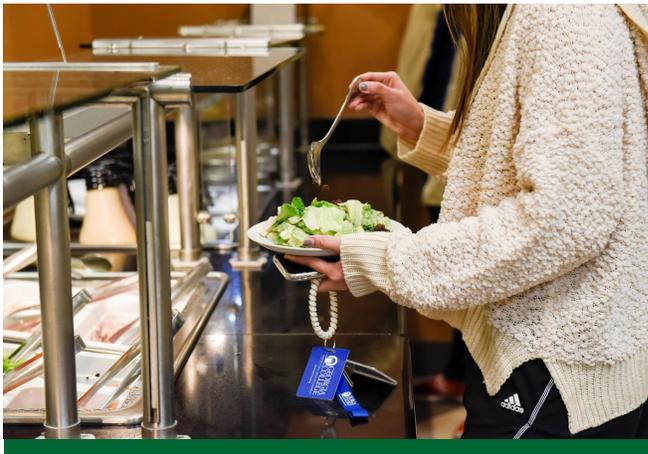
The economic challenges presented by the COVID-19 pandemic stretch worldwide. Many face reduced hours or in some cases unemployment.

This is a difficult time for many, including Georgia College dining's frontline staff. However the university and their dining partner, Sodexo, are working to help employees as much as possible.

Brian Losonsky, general manager at Georgia College for Sodexo Universities, has led the effort in connecting employees with resources and rallying for assistance for them.

"Our employees' health and security are on our minds," he said. "It's impressive to see local community step up to support each other."

Sodexo is working closely with government agencies and utilizing other tools to aid employees during this time.



student making a salad

“On March 17, we reached out directly to the Georgia Department of Labor (DOL),” said Losonsky. “We identified that due to the nature of our impending closure, our employees would be eligible for unemployment benefits. The DOL provided instructions to file unemployment claims on behalf of our staff.”

Also provided for employees, the opportunity to be temporarily be reassigned to open Sodexo sites, including healthcare and senior living facilities, where possible.

“In instances where team members are not able to be temporarily reassigned, we will do whatever we can to help them by providing the option to utilize any paid time off that they have accrued or would accrue by the end of the year,” said Losonsky. “That would ensure medical benefits will remain active for the duration that the employees would typically work, extend their sick leave related to COVID-19 for up to 21 days for all part-time and full-time staff, and facilitate unemployment claims, as well as, other applicable measures following the passage of assistance legislation.”

In early April, the company announced the creation of an Employee Global Relief Program to benefit Sodexo employees who find themselves out of work because of the COVID-19 crisis.

“We also shared with our team sign-up information for the Restaurant Employee Relief Fund available through the National Restaurant Association,” said Losonsky.

Another measure in place, the organization is promoting the use of Sodexo staff where possible with various parts of the supply chain that may need extra help, including grocery stores, warehouses and other facilities.



“Sodexo coordinated employment partnerships with these outside companies and provided a direct link for application to our frontline team members,” said Losonsky.

Even as this rapidly changing situation evolved, staff and Sodexo leadership are there to lend support for all employees.

“Recently, we realized that there was a delay receiving unemployment payments for many on our staff,” said Losonsky. “In response, Sodexo management is gathering and packaging grocery staples to provide to our local team members,” Losonsky said.

“We want to quickly act to eliminate the possible instances of food insecurity with our staff.”

News Stories Posted Wednesday April 22, 2020



May 2020: Economics major to begin fellowship at GC's Rural Studies Institute

[Economics & Finance, Department of](#) : Wednesday April 22, 2020

Cameron Watts

What's your major? - Economics

Where are you from? - Peachtree Corners, Georgia

What activities have you been involved with during college?- Georgia College Nudge Unit, Student Government Association, University Senate, Council of Student Ambassadors, Bobcat Brigade Pep Band, Oxford University Exchange Program, GEM Mentorship Program.

How did your college experience help you grow or change your perspective?-



Cameron Watts

Georgia College created an ideal environment to challenge myself and take on new opportunities and experiences that fell outside of my comfort zone. It was this setting that changed my perspective on rural Georgia and inspired me to stay in Milledgeville to help build these communities.☒

[Video](#)

What are your plans after graduation? I was awarded a Lead for America Fellowship so that I can work with Dr. Veronica Womack at the University's new Rural Studies Institute for the next two years. Together, we will be researching and developing programs to improve education, healthcare, economic opportunity, and the environment here is Middle Georgia.☒

You were named University System of Georgia Outstanding Scholar for Georgia College. What is that award and what did it mean to you to receive it? - Every year one "outstanding scholar" is selected from each of the 26 institutions in the University System of Georgia. They are representatives of academic achievement at their schools and are recognized with an official resolution by the Georgia General Assembly. It was an amazing validation of my hard work over the past four years but ultimately reflects the enormous amount of help I've received along the way from my friends and family, professors and mentors.☒

“

I just add a huge thank you to the economics department, honors program, campus life staff, and everyone else who has helped make my time at Georgia College absolutely unforgettable and life changing!

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Nursing students receive exclusive disaster preparedness training

[Nursing, School of](#) : Wednesday April 22, 2020

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he COVID-19 outbreak has dominated the world's attention since the end of January when it was declared a public health emergency of international concern by the World Health Organization.

The deadly virus spread fast. It was unexpected. It was the type of widespread illness that has the ability to hit countries hard when they're caught unprepared.

That element of being prepared is the lesson some Georgia College nursing students were able to take with them as they attended disaster emergency response training at the Center for Domestic Preparedness (CDP).

"It's easy to be in a bubble and think things won't happen where you live--but you need to get out of that perspective," said senior nursing major Ariana Braner. "Having an opportunity to see first-hand how much the CDP and the Department of Homeland Security put into being prepared--it takes the sting out of disasters when they do strike."



Students were trained in how to safely dress and remove personal protective equipment, which have been vital in the fight against COVID-19.

The CDP in Anniston, Alabama, is the only facility of its kind in the nation that is dedicated solely to training hospital and health care professionals in disasters preparedness and response. Georgia College is one of only 13 schools in the nation that have had the opportunity to receive training from the CDP. Dr. Catherine Fowler, assistant professor of nursing, accompanied the 58 nursing students for the three-day training at the center last December.

"It was a completely fascinating and valuable experience for our students," Fowler said, who also acted as a student and received the additional training. "They received on depth didactic and hands on training, and the students were completely engaged in the training process."

Students sat through more than 10 hours of didactic training focused on Chemical, Biological, Radiological, Nuclear and Explosive materials (CBRNE) response, skills and knowledge.

"One of the most interesting parts of the training was the fact our instructors at the center came from such diverse backgrounds. From the military to flight medics and paramedics--we got all of their perspectives," Braner said.

The two courses, Emergency Medical Response Awareness for CBRNE Incidents and Healthcare Emergency Response Operations for CBRNE Incidents, helped students understand the lifesaving role they could play during mass casualty disasters.

During the last day of training, students participated in a triage scenario, where they learned how to properly dress themselves in protective suits, consisting of gloves, goggles, and a head to toe suit. If properly donned and taken off--the suit prevents further exposure and contamination.

"The triage scenario was definitely my favorite part of the day," said Mackenzie Micheletti, senior nursing major. "It looked like an ambulance bay, and we were challenged to work quickly while sirens went off in the background."

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Disasters come in all forms. It doesn't have to be a terrorist attack. It could be a bus that crashes and has mass casualties or a train derails, spilling its contents and contaminating its surroundings. We don't know what that next disaster could be.

- Mackenzie Micheletti

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Students went through the scenario of providing triage, tagging and treating patients--who were represented as teddy bears, strategically placed throughout the triage zone. Micheletti said practicing how to administer what could be lifesaving nursing skills while donning the bulky protective suit was an eye-opening experience.

"Disasters come in all forms," said Micheletti. "It doesn't have to be a terrorist attack. It could be a bus that crashes and has mass casualties or a train derails, spilling its contents and contaminating its surroundings. We don't know what that next disaster could be, so that's why we were trained on several events that could unfold."

Another act of aid the GC nursing program has implemented in the community response arena, is the institution of the Medical Reserve Corps. Fowler initiated it during the fall of 2019 allowing nursing students and faculty to place their name in a database of volunteers.

"That means, when disaster strikes in Milledgeville or a 20 to 25-mile radius--our students and faculty will be available," she said. "The bottom line is that it is vitally important to our community. This is a database of willing and training volunteers and that is invaluable."

The nursing program is already look forward to sending the next cohort of students in April to the CDP. Following them, will be another group in the fall. Fowler hopes this will become part of the nursing curriculum, giving students one more edge in being able to better serve rural areas

"Knowing that I want to work for a hospital, I know that they have different teams and boards along the lines of disaster relief and response," said Micheletti. "These

types of groups are exactly where we can add our knowledge and training that we got at the CDP and in the nursing program. It's all about putting this planning into practice."

News Stories Posted Thursday April 23, 2020



May 2020: Communication major overcomes hurdles to thrive at Georgia College

[Communication, Department of](#) : Thursday April 23, 2020

Senior Brighton Sandt is bursting with energy. He has a positive outlook and easy smile. But, unless he's chosen to tell you, you'd never know about disabilities that could've derailed college and limited his options.

Sandt has severe dyslexia and ADHD (Attention Deficit and Hyperactivity Disorder). Growing up in Savannah, he was educated at a school for children with special needs. In time, he felt restricted and wanted more. He knew he'd have to work especially hard to break free and go to a regular high school and college.

“

Having disabilities, it gives me an almost irrational drive to succeed. I want to acknowledge that I've worked hard and I want to continue working hard to change people's mind about disabilities because, really, you can do anything you set your mind to.

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"Having disabilities, it gives me an almost irrational drive to succeed," Sandt said. "I want to acknowledge that I've worked hard and I want to continue working hard to change people's mind about disabilities because, really, you can do anything you set your mind to."



Senior
communication
major Brighton Sandt

In the early years at Georgia College, Sandt took advantage of disability services. That support enabled him to do well academically and participate in multiple extracurricular activities. Sandt was director of entertainment at GC Miracle and a member of the comedy troupe, Armed Farces. He was also an event planner and public relations officer for WGUR student radio and social chairman of his fraternity ATO (Alpha Tau Omega).

He joined CG Miracle freshman year and despite being nervous—everyone already knew each other—he stuck with it and made friends.

Sandt started on GC Miracle's special events committee. His outgoing, easy manner made people-oriented tasks a snap. By sophomore year, Sandt was the special events committee assistant and, junior year, he was on its executive board. They raised \$12,000 as a committee last year. During his tenure, they also implemented a new event on campus—a bachelor-style auction called, "Miracle Man."

True to his inquisitive nature, Sandt wanted to branch out and try something new this year. As GC Miracle's entertainment director, he makes events fun by designing activities, games and playlists for music.

"I wanted to get experience on the active side, as well as the planning side," he said. "I enjoy brainstorming. How can I get people to stay at events? How can I increase attendance? How can I get people to fall in love with this organization I love so much?"

Sandt also joined Armed Farces without knowing anyone. He'd been in a few high school musicals and was the costume assistant for Georgia College's production of "Stick Fly." The improv team met Wednesday evenings at Blackbird's Coffee Shop in Milledgeville. Sandt would "hang out" there by himself. Eventually, he was asked to sit with others. Then, he was invited to practices and, finally, he was performing onstage.

“I was terrified and caught off guard,” Sandt said. “With improv, you have to think on your feet, and the acting situations are constantly changing. But I push myself to get out of my comfort zone and explore as much as I can.”



Sandt

This driven nature, along with Sandt’s courses and activities, prepared him for a paid internship last summer. He wrote press releases and created media bios at Gulfstream Aerospace’s corporate communications department in Savannah. Sandt thinks his experience with Armed Forces gave him an edge. A woman there had also done theatre. When she held a crisis communication workshop last

summer, she asked Sandt to teach an improv game for the group’s leadership development. Crisis management is a lot like improv, he said.

The internship helped Sandt realize he doesn’t want to write press releases for a living. His dyslexia complicated things, and he dreaded making spelling errors. But the experience did help Sandt “chill out.” He now knows it’s OK to make mistakes and learn by them.

In the future, he’d like to work behind-the-scenes in public relations—doing account and project management. He wants to be active, not sit behind a desk all day.

But wherever he ends up, Sandt is confident of success. The skills he developed in college—broadcasting, graphic design and video editing—have tailored him for victory.

“

Georgia College has prepared me for life. It’s given me an outlet to practice and hone my skills, and it taught me to fight for myself.

- Brighton Sandt

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News Stories Posted Monday April 27, 2020



Rite of passage goes online: Students still honored and awarded for achievements at end-of-year

[General Institution](#) : Monday April 27, 2020

COVID-19 abruptly ended many things in March—like in-person classes, walks on campus and hanging out with friends. Suddenly, faculty and students were scrambling to learn new online teaching tools and finish the semester apart.

It quickly became apparent that end-of-year award ceremonies—a much-appreciated rite of passage—would need to adjust as well. These time-honored celebrations are a moment when everyone takes a breath, slowing down to acknowledge long years of study and achievement—before that big step into the world.

They provide a sense of meaningful closure for students and families.



Theatre students and faculty enjoy an online senior celebration.

“With our faculty and in our conversations, we felt it was important to take the time and be creative about the hard work our students have put in over the past four years. They were not able to do things they normally would’ve done to finish their college experience,” said Dr. Holley Roberts, interim associate dean of the College of Education.

More than 70 education seniors were put into cohorts the past two years. They were student teaching when the pandemic caused shelter-in-place orders throughout the United States. That kept them from getting together in groups at the end of the year to compare notes.

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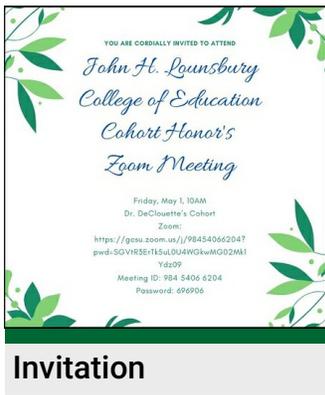
They were so close for two years and then, all of a sudden, they were separated. It’s important to allow them to come together, now, as a group and celebrate.

- Dr. Holley Roberts

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“They were so close for two years and then, all of a sudden, they were separated,” Roberts said. “It’s important to allow them to come together, now, as a group and celebrate.”

The College of Education will have a PowerPoint celebration on ZOOM with Dean



Joseph Peters acknowledging the names and accomplishments of students and their mentors. Awards are given out for Outstanding Undergraduate Student, Outstanding Academic Performance and Outstanding Program Major. Each student receives a Professional Achievement Certificate for things like presenting at a state or national conference, holding office in a local, state or national professional organization, participating in an international experience that is followed by a professional presentation or for receiving a scholarship for a professional performance.

When the main ceremony is done, there will be separate, more-personal online celebrations by individual cohorts for early childhood, middle grades and special education.

“We felt like this was the best way to make sure everyone feels their work is appreciated, and they are appreciated as students,” Roberts said.



Dr. Karen Berman

In theatre, students were treated to a “ZOOM Senior Celebration” recently, which included entertainment by Las Vegas comedian, Jeff Civillico. He improvised with students, juggled apples and oranges and held a chair on his chin.

[Highlights of the theatre and dance senior ZOOM party.](#)

Faculty and staff read citations for each theatre major or minor. Theatre alumnus Steve Holbert was the keynote speaker. He’s now a writer and comedian, who develops TV shows. Holbert gave a funny talk about “what not to do to get into grad school,” said Dr. Karen Berman, artistic chair of theatre and dance.

“

It was really special. The students and faculty all sent me messages, saying how perfect it was. We had such sad seniors before, who thought they wouldn’t be given a celebration, and they were so grateful.

- Dr. Karen Berman

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“It was really special. The students and faculty all sent me messages, saying how perfect it was,” Berman said. “We had such sad seniors before, who thought they wouldn’t be given a celebration, and they were so grateful.”

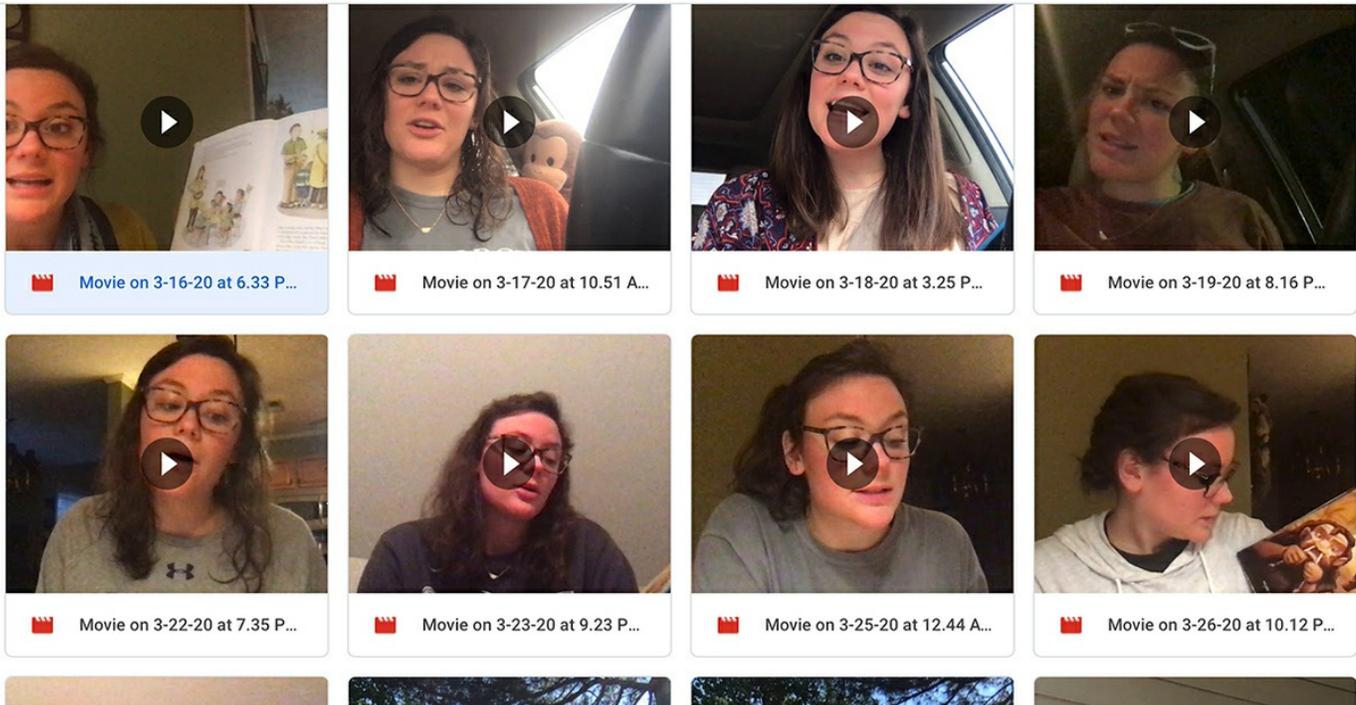
Other colleges and departments are making sure their seniors get awards ceremonies, too. They include:

- Dance faculty and students, who held a WebEx party for their end-of-year party.
- The department of Chemistry, Physics and Astronomy, which hosted a virtual senior farewell event on WebEx, in lieu of normal end-of-year banquets.
- The School of Nursing and School of Human Health and Performance, along with Creative Arts Therapies, which are doing virtual events for their students. Nursing sent commemorative pins to students and will show videos of students being pinned at home.
- The College of Business, which is recognizing its outstanding students with profiles on Front Page and social media.
- The department of Philosophy, Religion and Liberal Studies, which will hold a virtual celebration with awards for the highest achieving majors. Each student was paired with a faculty member, who'll comment about them personally and announce what they're doing after graduation.
- The division of Student Life, which honored recipients of their annual Bobcat Awards on social media. They give recognition for leadership, wellness and recreation, fraternity and sorority life, service and student organizations.

News Stories Posted Tuesday April 28, 2020

My Drive > Read A-Loud ▾

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Social distancing brings unique experience for education majors

[Teacher Education, Department of](#) : Tuesday April 28, 2020

In an effort to protect students, faculty and staff, Georgia College, along the with entire University System of Georgia, moved to an online format for all classes in the middle of the spring semester.

Many courses never taught in an online format were restructured and reimagined to fit the online model. But the effects of the COVID-19 pandemic on education were felt beyond the college classroom.

Prekindergarten through 12th grade schools across the state also began teaching online, presenting a new challenge for student teachers.

“I was student teaching 4th grade at Lakeview Academy in Milledgeville with Mrs. Crane,” said senior early childhood education major Grace Lynch. “The immediate reaction from my partner teacher and I was to begin brainstorming how we could allow our class to flow just like it did in class online.”

Although their courses taught them how to use technology in the classroom, this unique situation wasn't taught in textbooks and required new ways of thinking. Student teachers like Lynch say their preparation from the College of Education (COE) helped them to quickly shift their perspective and allowed them to get creative with how they taught.



Lynch reads to students.

“One of the most interesting things I have been able to do was a book report choice board,” said Lynch. “Students were able to choose from multiple books where links were provided, then they did a book report of their choice in a creative way, such as a comic strip, a book review or a commercial,” she said. “This allowed for the students to have a lot of choice while also hitting a lot of the comprehension and writing standards.”

That’s just the beginning. Lynch’s students created an amusement park based off their knowledge of area and perimeter units. She also integrated two “brain breaks” into every digital learning day—something incorporated a lot in the physical classroom— “so bringing it to the digital learning platform kept things somewhat normal for my students.” She’s not alone. Dozens of future educators went digital to continue to engage their students.

“All of our students have been expected to continue their student teaching throughout the transition to online learning,” said Dr. Holley Roberts, interim associate dean of the College of Education. “Our teacher candidates have been in their student teaching placements the entire school year, so they are an integral part of the classroom. Therefore, they were expected to provide support to their partner teachers and their students just as they would in the classroom.”

They’ve done that in a variety of ways using many different tools available. Students created videos of themselves reading books or other instructional videos by using Loom, iMovie or other video methods. They used apps like See Saw and Class Dojo to have conversations with students and families. They monitor student progress through apps like Splash Math, Epic and Freckle, as well as host Zoom meetings with classes and setting up experiences in Google Classroom.

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“The College of Education has always provided instruction to teacher

candidates in utilizing technology to enhance instruction, however, this experience has forced the candidates to be creative and innovative in how to teach at a distance.”

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“While this is not a circumstance that is something we would seek, we do know that this opportunity has provided a unique time to try new online tools and to seek alternative ways of connecting with students in a virtual environment,” she said.

Learning to use new tools was just the beginning for Lynch. This experience gave her valuable experience for her future career.

“I was able see the importance of routine and schedule,” said Lynch. “I also learned the importance of reflection on student work and feelings that can be seen through their work and reactions.”

“The future is uncertain, but the students who are graduating this semester and who have transitioned to distance instruction with their school systems and partner teachers have learned valuable lessons regarding pedagogy. They have also been challenged in new ways to address the emotional and physical well-being of students and families,” said Roberts.



Students complete their capstone presentation online.

Students and faculty at Georgia College have also had to adapt as their courses and experiences went online.

“The College of Education has adapted well to the online environment,” said Roberts. “Most of our faculty teach face-to-face and either online or partially online courses during the academic year, so switching to online was not the learning

curve for our faculty.”

Every spring semester, graduating seniors must check several boxes including their capstone presentation to faculty reflecting on their entire experience in the program as well as completing edTPA for certification.

“The students are completing an online portfolio in LiveText as they have always

done, which contains artifacts from their time in the program, and where they address professional standards in their specialty area,” said Roberts. “The students are completing their presentations to a panel of faculty through WebEx or Zoom.”

“We have also uploaded over 200 edTPA, a required certification assessment, through virtual upload sessions,” she said. “Typically this is done face to face in the computer lab. COE faculty, Center for Teaching and Learning staff and COE graduate assistants provided technical assistance through the WebEx upload support sessions.”

This extra attention and support during uncertain and challenging times makes all the difference for students like Lynch. “The faculty and staff at the Georgia College helped me immensely with online learning,” said Lynch. “As far as GC supporting me all together beyond digital learning, edTPA fell during this time. The amount of support staff that was on our online upload session blew me away and kept me calm from the stress that this assessment brings.”

“I have been through a lot while I have been in the cohort from running cross country as a college athlete to losing a parent, and the GC family came around me and supported me like no one has” she said. “I am forever grateful to have been a part of the College of Education, and I cannot wait to further my degree to get my master’s degree at Georgia College.”

The image shows a Zoom meeting interface. On the left, a presentation slide is displayed with the title "Education is Like Building a Soccer Team". The slide lists several components of education, comparing them to a soccer team. On the right, a vertical stack of five video thumbnails shows participants in the meeting.

Education is Like Building a Soccer Team

- ▶ Playbook
- ▶ Game Rules
- ▶ Positions on the Field
- ▶ Practice
- ▶ Communication

- ▶ Educational Theory
- ▶ Curriculum
- ▶ Cultural Backgrounds
- ▶ Professional Development
- ▶ Collaboration and relationships

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Capstone presentation

News Stories Posted Wednesday April 29, 2020



Music therapy program rejoins music department

[Music, Department of](#) : Wednesday April 29, 2020

Some things are simply meant to go together—like salt and pepper, pencil and paper, lock and key. In July, after 23 years in the health sciences, Georgia College’s music therapy program will return to the music department.

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All the various dominoes that were needed for this unification to happen were starting to fall, in regard to supporting reconnection between the two areas. By having both programs together, we avoid a lot of redundancy.

- Dr. Don Parker, chair of music

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“All the various dominoes that were needed for this unification to happen were starting to fall, in regard to supporting reconnection between the two areas,” said

Dr. Don Parker, chair of music. “By having both programs together, we avoid a lot of redundancy.”

Studies in the last several years showed advantages to moving music therapy from health sciences back to the music department in the College of Arts and Sciences. It made sense, since 45 percent of the Bachelor of Music Therapy (BMT) courses fall under music. Music therapy programs at other universities are also grouped with music, Parker said.



Music therapy students practicing.

The reunion allows for greater access to shared materials and gives music therapy students a better sense of community with other music majors. The move also allows Georgia College to promote its music department as the only program in the state with a Master of Music Therapy (MMT).

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It’s more strategically cohesive for the future. We’re stronger together than we are separate, in terms of the way we function. We’re prepared for future opportunities and growth.

- Dr. Don Parker

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“It’s more strategically cohesive for the future,” Parker said. “We’re stronger together than we are separate, in terms of the way we function. We’re prepared for future opportunities and growth.”

The music department sends yearly reports as part of Georgia College’s accreditation agreement with the National Association of Schools of Music (NASM). Every year, Parker was mandated to include information about all music degree programs on campus, including music therapy, even though it didn’t fall under his jurisdiction. The music therapy program also receives yearly approval from the American Music Therapy Association (AMTA), based on its accreditation from NASM.

Parker chairs a transition committee to help facilitate changes with personnel, general operations, facilities, curriculum, programming, recruiting and marketing. Talks started in November between deans, chairs and faculty. In January, changes were explained to students. Parker and Lisa Griffin—interim chair of creative arts therapy and director of the School of Health and Human Performance—are doing all they can to ensure a smooth transition.

There will be slight changes and adjustments for faculty. Information needs to be added to the department’s mission statement, handbooks and recruiting materials. It’s also be a good time to review curriculum and streamline policies, Parker said.



Music therapy student with a client.

For about 65 music therapy majors and five graduate students, however, there are no changes in their degree. Being in the music department will make things less confusing, Parker said. Students will access music resources with greater ease. They’ll be able to apply for music scholarships, and they won’t need academic approvals from two separate departments for courses.

The message to prospective students will be more consistent, as well, and the music therapy clinic that services the local community will be continued. Improvements to update Porter Hall will begin this summer.

“Really, nothing has changed for the students. It’s all for the better,” Parker said. It’s more consolidated. Everything is working in synergy.”

Junior music therapy major Kassie Dierker of Fitzgerald, Georgia, agrees. She doesn’t think anything has changed, except better communication between the music and music therapy departments. She’s excited to be eligible for music scholarships now.

Dierker wanted to go into the health field but also keep true to her passion for

music. Music therapy was the best of both worlds, allowing her to maintain her saxophone, recorder and accordion skills. To get a degree, she must also be proficient on guitar and piano. So, it makes sense to her to be in the music department. As part of the degree, she'll continue to take courses like psychology.

Dierker hopes to work in a psychiatric hospital with patients suffering from psychological disorders and PTSD (Post-traumatic Stress Disorder).

Other jobs for board-certified music therapy majors include working in rehabilitation centers, schools, nursing homes, corporate settings or private practice.



Junior music therapy major Kassie Dierker

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We have all of it now in a one-stop shop. Students can go in any direction they choose from general music, music education or music therapy with the best faculty. We're all working for the students to make sure they achieve their goals.

- Dr. Don Parker

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“I welcome the challenge of not only moving the program forward but anticipating what we can do together beyond the current norm to enhance our presence in the future,” he said. “I’m looking forward to working with all the faculty, staff and students for a unified approach that will allow us to progress, as well as serve the campus and community.”



May 2020: Art major wants to work in a museum

[Art, Department of](#) : Wednesday April 29, 2020

Raasha Gutierrez



Raasha Gutierrez

From: Johns Creek, Georgia

Major/minor: Art major, psychology minor

Why that major? I struggle a lot in the traditional classroom. Art was always something I was good at. I wanted a broad education that offered a wholistic approach. By getting a BA instead of a BFA, I've been able to work in multiple art mediums, instead of just one, while also being able to take psych courses. It was the perfect fit, because I discovered my love for ceramics along the way.

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One thing that we'd do on campus was “Night of One Hundred Pots.” We'd open the studio and allow people to come in and learn how to ‘throw.’ We would then take these bowls, clean them up and glaze them. Later, we'd sell them on campus to help raise money for Middle Georgia Food Bank. It allowed the

public to interact with art, while helping to end hunger in the community. It was truly an awesome experience.

- Senior art major Raasha Gutierrez

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Study abroad: I studied abroad in Montepulciano, Italy in July of 2018. It was amazing. I gained so much cultural experience, and I was able to see work that I've been studying for years. I took a lot of photographs that are going to be a part of my portfolio.

Internship: I had an internship with the Smithsonian's National Museum of Asian Art in Washington D.C. in the summer of 2019. It was the best experience of my life. I learned so much about Asian art and how to photograph objects. I loved every moment of it. I worked on major projects to digitize film. I gained so many important skills, because of that. I was able to experience other cultures and learn the importance of museums for public education.

Favorite memory: I loved just hanging out with my friends at Black Bird, the Greenway or front campus. I did play spoon assassins in Bell Hall my freshman year and had a blast. I gained one of my best friends, because of that game.

Favorite professor: I absolutely loved working Sandra Trujillo in her ceramic classes. She pushes us so much, and I have become such a better artist because of it.

I also loved Dr. Chiang's Social and Emotional Development course. I gained so much insight on human emotions and how to better cope with emotions myself. It was one of the most enriching experiences ever.



Raasha Gutierrez on the steps of Ennis Hall.

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I have changed in so many ways. I feel much more confident and stronger with my work and the plans I have for the future.

- Raasha Gutierrez

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How college changed you: I have changed in so many ways. I feel much more confident and stronger with my work and the plans I have for the future. I'm a healthier person and so much happier with life. I have grown so much in my artwork, and I hope to continue my passion.

Advice to incoming students: Your life in college is going to be so much fun, but it won't be perfect. You will have moments that you want to give up and some really hard losses. I know many incoming freshmen are worried, because of everything going on with COVID-19. It's not easy, and there is a lot to be worried about. But it'll be okay. You will have a normal college experience, and it'll be fun. You will laugh, learn and grow. Take every opportunity, but also know that it's okay if it doesn't work out. This is the time to make mistakes. Just remember to have fun too.

Future: I'm currently applying for jobs with museums. However, I have been approached by a foodbank to do some photography work for them. I hope to continue to grow and learn, while also continuing to make art.

News Stories Posted Thursday April 30, 2020



Don't let the music stop: Jazz Band records songs virtually after canceling concerts

[Music, Department of](#) : Thursday April 30, 2020

[Jazz band virtually records music.](#)

It's difficult to play band music without a band. But, apparently, not impossible.

As COVID-19 made the world less busy and more solitary—abruptly silencing many things, like two live Jazz Band concerts and the university's spring musical bonanza, Music at the Mansion—Band Director Clifford Towner quickly decided his students would record their instruments solo on cell phones, laptops or tablets.

Each slice of music would then be digitally blended for full-sounding compositions.

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Sometimes it takes a of loss of one thing to think outside the box, and that's what we've done here. We've thought outside the box. We lost our normal way of making music, and so we've had to come up with a different way ... And that's what we talk about and what we learn and what we teach here at Georgia college.

- Dr. Clifford Towner, band director

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“The part that we really miss is playing together in an ensemble a couple of times a week. I was hoping the virtual recordings would at least assimilate that,” Towner said.



Angelo Po on vibes

“It’s not unusual for professional musicians, particularly with commercial music, to record to a click track or hearing only part of the ensemble playing,” he said. “So, I thought this was an opportunity to give students a different taste of performing, which would better help their education.”

Since mid-March—when the pandemic emptied campus—Towner’s students have recorded five songs virtually. These include “Launching Pad” by Duke Ellington and Clark Terry, as well as “Rockabye River” and “Oculpaca” by Duke Ellington.



Jacob Hammock on drums.

First-year music education major Jacob Hammock of Milledgeville started the virtual recordings alone, using a metronome in his ear to play out a drum set of each song. This was something he’d never done before, and it was challenging. Drumming is hard without other instruments and a melody. His drums were so loud in a small room at home, Hammock had to wrap his laptop in a shirt and put it behind a knapsack to muffle the sound and make it less overpowering.

“

This was obviously a big change. It has its ups and downs, but it’s not the end of the world. Of course, I would much rather be performing with the band live and having my concert. At least I get to play music.

- Jacob Hammock, first-year music education major

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“This was obviously a big change,” Hammock said. “It has its ups and downs, but it’s not the end of the world. Of course, I would much rather be performing with the band live and having my concert.”

“At least I get to play music,” he said. “That’s the whole point of this. The whole point of doing these recordings is to continue to be able to make music.”

Hammock sent his drum tracks to Towner, who put them on Georgia View. Then, each band member played their instruments at home to the drumbeat. Their tracks were sent to trumpet player and senior music major Mary Price, who has a minor in creative music media.

Price took courses in music tech and electro acoustic music production. Luckily, she also has the computer program, Logic Pro, on her laptop and could do the digital editing required. She sent drafts of blended piano, bass and wind sounds back to Towner, who then got soloists to record their improvised pieces. Finally, Price edited solos in for a complete song.

On average, each song used 17 different soundtracks that had to perfectly align. Adjustments were made for players, who performed too fast or too slow, since they couldn’t hear each other and regulate their speed. Another challenge was acoustics—some players were outside or in small or empty rooms, creating different sound qualities.



Max Harley on baritone sax

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I was able to make it sound a least a little bit like we were all in the same location. It’s the ensemble quality that we lose, which one could say is the most important aspect of the music.

- Mary Price, senior music major

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“I was able to make it sound a least a little bit like we were all in the same location,” Price said. “It’s the ensemble quality that we lose, which one could say is the most important aspect of the music.”

The subtleties of performing live cannot be duplicated, Towner said. How music lines up, the intonation, that “swing feeling” of being together with other instrumentalists is imperative to a band setting. The interaction with a live audience is also lost.

Many music classes are performance-based. The whole point of playing band music is to be together with other musicians—interacting and reacting to one another. The loneliness of separation can only be alleviated in small measure by

recording virtually.

"It's hard to join the ensemble, when you have no ensemble to join, because everyone is hundreds of miles apart," Price said. "So, it did create a way for us to play together and hear the music we could make."

Towner's proud of the diligence his jazz students have shown. Disappointment over concert cancelations quickly turned into an opportunity to learn something new.

"Sometimes it takes a of loss of one thing to think outside the box, and that's what we've done here. We've thought outside the box. We lost our normal way of making music, and so we've had to come up with a different way," he said.

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It's been a learning curve for me. It's been a learning curve for the students. It's been a learning curve for Mary, having to edit all of this stuff. We're all learning through that and that's the point of an education. And that's what we talk about and what we learn and what we teach here at Georgia college. It's that liberal arts environment, that thinking creatively, and that's what we've done with these virtual jazz band recordings and, overall, I'm really proud of the project, and I'm really happy with the way it's turned out

- Dr. Clifford Towner

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Congratulations Class of 2020

May 2020: Exercise science senior hopes to help children through therapy

[Health & Human Performance, School of](#): Thursday April 30, 2020

Bethany Dyals

Hometown: Guyton, GA

Major: Exercise Science

What made you choose your major? I chose Exercise science to prepare for a future career in Occupational Therapy (OT) as the Exercise Science program at GC instills a strong understanding of how the human body functions, practical and clinical application of course material within everyday life, and the ability to study in a setting that allows for kinesthetic and visual learning.

What was your favorite class/professor and why? While I loved nearly every professor I had at GC, I'd have to choose Dr. Grazer as my favorite. He was well-rounded and knowledgeable, available to meet and provide assistance when needed, and genuinely cared about each and every one of his students. He created a relaxed learning environment and ensured that his course was taught in a way that addressed every student's learning style, making my academic experience



Bethany Dyals

efficacious, rewarding, and worthwhile.

My favorite class was Anatomy and Physiology as it provided the foundation for not only my kinesiology classes but also my future career as an OT. I loved being able to take what I learned from this class and my kinesiology courses and apply them to my everyday life as well as apply them to my shadowing and observations of OT treatments. Additionally, A&P was my favorite because I had a professor, Mrs. Robinson, who made learning fun and applicable, and she was always available to her students for anything they needed help with or if they just needed to talk. She was also a wonderful professor to work with while I was one of her SI leaders.

Where was your favorite place on campus? My favorite place on campus was Front campus as it provided a meeting place to hangout with friends, play frisbee and other group games, study outside, and the campus ministries would gather once a year to worship the Lord as a community on Front campus.

What activities were you involved with? I'm an active member and on the leadership team of the Baptist Collegiate Ministry (BCM) on campus, where I plan and facilitate Tuesday Night worship. Additionally, I am one of the band worship leaders for the ministry. I am also a member of Alpha Lambda Delta honor society. I worked as a supplemental instructor leader for 2 semesters in Anatomy & Physiology I and II, and I also worked as a tutor in the Learning Center for Kinesiology and Biology courses. Off campus, I was a private tutor for French, algebra, and literature in addition to volunteering with the Pre-K ministry and leading a middle school girls' small group at my local church.

What was one of your favorite moments at Georgia College? My favorite memory at GC isn't just one but rather a combination of all the times I could walk across campus or into the library and see so many of my friends. I loved the small feel of the university and the ability to meet so many people while also building life-long

relationships and friendships with those around me who I'd see on a daily basis whether or not that meeting was planned.

What do you plan to do after completing this semester?

After this semester, I will be attending Augusta University's Occupational Therapy program, where I will graduate with an MHSOT. I hope to one day work in the school system with children with special needs as I assist in their path to independence and their preparation to, one day, join the workforce. I look forward to a career in OT.