



University System of Georgia
Creating A More Educated Georgia

Resource Guide for Student Affairs Professionals 2011-2012

Office of Academic Affairs, Board of Regents



**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

Dear Student Affairs Colleagues in the University System of Georgia:

This handbook is a combined policy manual drawn from the Board policies contained within the Board of Regents' Manual and the Academic Affairs Handbook. In order to highlight the policies that have direct connection to some of the issues that student affairs professionals handle in their day to day work, we created a separate and seamless document for your use.

As you know with all policies and manual insertions, the information is fluid and can change from year to year, administration to administration and institution to institution.

In addition to policy, we have added some student affairs development theory to inform the overall purpose of our work. Although theory to practice is not always measured on a day to day manner, it is certainly practiced by our professional colleagues every day in every way!

This is the first attempt at providing a useful tool for your records. It would be ideal if staff at all levels could get a sense of what the System Office mission and goals are and how the structure is set up to facilitate maximum campus collaboration and connection as we grow as a large and purposeful community of learners.

"Creating a more Educated Georgia" is our major emphasis as we continue to touch the lives of students in our many different post-secondary institutions. One size does not fit all and that is the beauty of what we can share when we help students seek the right fit for their academic and social needs.

With much respect for the work you do,

Tonya R. Lam
Associate Vice Chancellor for Student Affairs
Office of Academic Affairs
University System of Georgia

Table of Contents

Section I.	Organization and Administration	p. 5
Section II.	Regents Advisory Committees Pertaining to Student Affairs	p.7
Section III.	Board of Regents Policies Pertaining to Student Affairs	p.10
	a. Admissions (Policy 4.2)	
	b. Athletics (Policies 4.5.1, 4.5.2)	
	c. Disability Services (Policy 4.1.5)	
	d. Financial Aid (Policies 4.4.1; 4.4.2)	
	e. General – Student Fees & Elective Fees (Policies 4.11; 4.1.2; 11.1; 7.3.2; 7.3.2.1; 7.3.2.2; 4.7.1; 10.4)	
	f. Student Activities & Student Life (Policies 4.1.3; 4.1.4; 4.9)	
	g. Student Conduct (Policies 4.6.1; 4.6.2; 4.6.3; 4.6.4)	
	h. Student Health (Policies 4.8.1; 4.8.2; 10.5)	
	i. Student Housing (Policies 7.11.7; 9.8.2)	
Section IV.	Business Procedures Manual	p. 13
	a. Procurement Limits (Policy 3.1)	
	b. Travel (Policy 4.0; 19.9; 21.0)	
	c. Tuition & Fees (Policy 8.3)	
	d. Student Receivables (Policy 10.1)	
	e. Banner Student Information system (Policy 13.6)	
	f. Agency Funds (Policy 14.0)	
	g. Auxiliary Enterprise Activities (Policy 15.2)	
	h. Purchase of Food Using Institutional Funds (Policy 19.7; 19.8)	
	i. P-Card Manual	
	j. Specific Examples of BOR Regulations Affecting Student Affairs Activities	
Section V.	Federal & State Legislation that Impacts Students	p.20
	a. Americans with Disabilities Act of 2008	
	b. Clery Act	
	c. Constitution Day	
	d. Drug-Free Schools and Communities Act	
	e. Family Education Rights and Privacy Act	
	f. Georgia Open Records Act	
	g. Georgia, Senate Bill 308	
	h. Health Insurance Portability and Accountability Act	
	i. Higher Education Opportunity Act (amended in 2008)	
	j. Montgomery GI Bill	
	k. Solomon Amendment	
	l. Student Health - Insurance and Fees	
Section VI.	Additional Student Affairs Information	p.27
	a. Anti-bias Rules for Student Organization Recognition	
	b. Audit Program for Credit Transfer	

- c. Free Speech Zones
- d. Gambling on Campus
- e. Guns on Campus
- f. Involuntary Medical Withdrawals
- g. Military Institutions
- h. Retention of Records
- i. Stipends for Student Leaders
- j. Student Affairs Division Structures in Georgia
- k. Student Handbooks
- l. Student Sexual Harassment Policies
- m. Student Tracking and Security System
- n. Tax-Exempt Status of Affiliated Nonprofit Organizations
- o. Transporting Students/Student Drivers

Section VII. Professional Standards in Student Affairs.....p.35

- a. Professional Associations
- b. Council on the Advancement of Standards
- d. SACS-COC Accreditation Standards
- e. Other Student Affairs Publications that Guide Practice
- f. Student Affairs Structures at Georgia Institutions

Section I. Organization and Administration

The University System of Georgia was created in 1931 as a result of a reorganization of Georgia's state government. The purpose of creating this structure was to provide a single governing and management authority which would be responsible for the oversight of the 35 public, higher education institutions in the state.

The governor appoints Members to the Board for seven year terms. Today the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts.

The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Chancellor oversees an administrative staff that works collaboratively with the Chancellor in the following areas:

- Academic Affairs
- External Affairs
- Administrative and Fiscal Affairs
- Presidents of the four research institutions
- Audits
- Legal Affairs

The Office of Student Affairs reports to the Office of Academic Affairs.

Student Affairs

Student Affairs is responsible for advising the Chancellor and the Board of Regents on all matters affecting student life on the campuses of the 35 colleges and universities comprising the University System of Georgia. The Office of Student Affairs provides system-wide leadership and support in furthering campus efforts to provide for the intellectual, cultural, social, recreational, emotional and personal development of all students.

As a unit of Academic Affairs for the University System of Georgia, the Office of Student Affairs includes departments that serve student needs in gaining access, support, and progress through their collegiate years. Admissions, student records, financial aid, on-campus health services, campus security, academic and career services are some of the offices that provide services for students. The Office of Student Affairs ensures that all campuses comply with federal, state, and local laws and Board of Regents policies when conducting business. Student Affairs staff are available to answer questions to help students find the programs or support services they need to be successful at all 35 University System of Georgia campuses.

Student Life encompasses programs such as: new student orientation, leadership and volunteer programs, recreation services, residence life, student conduct, student organizations and campus diversity programs. (This list is not all inclusive; each institution has a variety of programs for students.) The Office of Student Affairs promotes a student-centered campus environment concerned with the development of student success outside the classroom.

The following personnel work within the Office of Student Affairs:

Tonya R. Lam

Associate Vice Chancellor for Student Affairs

Sarah Wenham

Director of Student Access

Cori Loftis

Project Support & Communications Manager

Patricia Filios

Military Outreach Coordinator

Alina I. Brooks

Office Manager

Graduate students from USG schools are selected each year to work on special projects. In addition, undergraduate student workers are hired as needed to assist with the day to day operations.

For a copy of the University System of Georgia Organizational Chart go to:

http://www.usg.edu/regents/organization_chart/

II. Regents Advisory Committees Pertaining to Student Affairs

Advisory Committees (BOR Policy 1.4)

The BOR of the University System of Georgia has established an advisory committee for each academic discipline and administrative function. The purpose of these committees is to advise the Board on proposed new policies and policy changes. The committees are also instrumental in the planning and execution of policy implementation. These committees meet at least annually with a USG liaison present to hear committee recommendations and to discuss the plans of the University System. The USG liaison is also the principal contact to the committee throughout the year. Membership of these committees is composed of faculty and staff recommended by the Vice President for Academic Affairs from each institution.

For a complete list of committees, please go to: http://www.usg.edu/academic_planning/committees/

Student Affairs Administrative Committees

Career Services

The University System Office – Career Services and Cooperative Education (USC-CACE) professionals assist students in determining their career paths, in developing professional skills, and in pursuing employment during and after college years. Career Services offices also assist the employment community in identifying qualified candidates for their part-time, full-time, internship, and cooperative education opportunities.

Campus Health Services

The Regent's Advisory Committee on Health (RACHEALTH) members identify and communicate opportunities and changes related to medical and health issues that impact our students, parents, faculty and staff of the University System of Georgia. Student Health Services provides institutions of higher education advocacy, outreach, products and services as well as promotes research and culturally competent practices to support the health and wellness of students and the campus community. Members are also selected to serve as an advisory team on immunizations requirements.

Counseling

Counseling Directors Association (CDA) is comprised of counseling directors from USG institutions. Professional counselors on college campuses work with individuals, families, groups and organizations. Counseling is a collaborative effort between the counselor and the client. Counseling Centers offer effective and efficient professional counseling related services for our students in ways that would promote retention and personal development.

Disability Service Providers

The Regents Advisory Committee of Disability Services Providers (RACDSP) is comprised of staff members who work with students with disabilities. The committee advises the BOR on current regulations, mandates, and concerns related to services for students.

Financial Aid

The Regents Advisory Committee on Student Financial Aid (RACSFA) promotes interaction among professionals involved in student financial aid and facilitates communication among all institutions in order to promote programs that remove financial barriers to ensure student access. Financial aid professionals seek to provide maximum funding and effective delivery of financial assistance to students who are in need of additional funds to pursue their postsecondary education.

Records and Admissions

The Regents Advisory Committee on Records and Admissions (RACRA) provide guidelines and standards to be utilized by professionals in records management, admissions, enrollment management, administrative information technology and student services for students.

Residence Life

Housing directors address issues concerning the functioning and management of campus residence halls, including the operations of facilities, safety, and educational programming.

Student Accounts Receivable

The Regents Advisory Committee on Accounts Receivable (RACAR) promotes excellence in financial and customer service functions which affect the customers of USG institutions; students, parents and the community served. RACAR members identify and communicate opportunities and changes that impact USG institutions when related to accounts receivable, cashiering, collections, financial aid distribution, and student accounting.

Student Activities and Student Life

The Regents Advisory Committee on Student Life (RACSL) is comprised of staff members working in student activities. Student activities represent a diverse range of opportunities for students on campus including: leadership development, programming, student organizations, community service, and cultural experiences. Professionals are committed to student involvement and learning outside the classroom. A select group of members serve as the advisory team for the Student Advisory Council.

Student Affairs

Regents Administrative Committee on Student Affairs (RACSA) is comprised of the vice presidents of student affairs from each institution. The committee provides leadership to the System by working collaboratively to develop and recommend policies impacting students and student services; by planning, promoting and implementing strategies that utilize technology and other means to enhance or improve services to students; by providing an open forum for discussion of issues of concern to institutions, students, and student services professionals; and, by promoting professional development for student affairs personnel in the System.

Student Conduct

The Regents Advisory Committee - Student Conduct Officers (RAC-SCO) direct and implement the disciplinary process for all students including assessment, investigation and resolutions. They serve as the primary consultants with faculty, staff and students on conduct matters, and present on issues related to student judiciary processes and policies.

Student Advisory Council

The Student Advisory Council (SAC) is composed of duly elected student body presidents, or equivalent elected officers, of USG institutions. SAC provides a forum for communication and recommendation between USG students, the Chancellor, and, as appropriate, the Board of Regents, concerning problems and issues that are important in providing information and assistance in programs and activities of the member institutions. See policy 4.9 for more information.

NOTE: If you work in one of the above areas on your campus and would like to join the advisory committee associated with that specialty, please contact the Office of Student Affairs at 404- 656-2272, student-affairs@usg.edu

Section III. Board of Regents Policies Pertaining to Student Affairs

The Board of Regents sets policy for USG institutions. Specific policies relating to student affairs functional units are listed below for quick reference, followed by the policy number in parenthesis. For a complete list of BOR policies, please refer to the Regents Policy Manual at: <http://www.usg.edu/regents/policymanual/>

Admissions

UNDERGRADUATE ADMISSIONS (4.2)

The following policy may be found in the Board of Regents Policy Manual at:

<http://www.usg.edu/policymanual/section4/>

Admissions Requirements

Policies related to admissions requirements may be found in the Academic Affairs Handbook at:

http://www.usg.edu/academic_affairs_handbook/section3/

Athletics

MANAGEMENT OF ATHLETIC AFFAIRS (4.5.1)

The following policy may be found in the Board of Regents Policy Manual at:

<http://www.usg.edu/policymanual/section4/>

ATHLETIC PROGRAMS IN ASSOCIATE DEGREE COLLEGES (4.5.2)

The following policy may be found in the Board of Regents Policy Manual at:

<http://www.usg.edu/policymanual/section4/>

Disability Services

STUDENTS WITH DISABILITIES (4.1.5)

The following policy may be found in the Board of Regents Policy Manual at:

<http://www.usg.edu/policymanual/section4/>

ALTERNATIVE MEDIA ACCESS CENTER (AMAC)

More information can be found in the Academic Affairs Handbook, Policy 3.11.2 at:

http://www.usg.edu/academic_affairs_handbook/section3/handbook/3.11_students_with_learning_disorders/#p3.11.2_alternative_media_access_center

REGENTS' CENTER FOR LEARNING DISORDERS (RCLD)

More information can be found in the Academic Affairs Handbook, Policy 3.11.1 at:

http://www.usg.edu/academic_affairs_handbook/section3/handbook/3.11_students_with_learning_disorders/#p3.11.1_regents_centers_for_learning_disorders

Financial Aid

FINANCIAL NEEDS ANALYSIS (4.4.2)

The following policy may be found in the Board of Regents Policy Manual at:

<http://www.usg.edu/policymanual/section4/>

General

INSTITUTIONAL RESPONSIBILITY (SECTION 4.1.1)

The following policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

NON-DISCRIMINATION (SECTION 4.1.2)

The following policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

STUDENT FEES AND SPECIAL CHARGES (7.3.2)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section7/>

STUDENT FEES (7.3.2.1)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section7/>

If an institution identifies a need for a new or increased mandatory student fee (this could be: over-subscription of current services, student-identified needs, institutionally identified needs, strategic needs), the administrator in charge of the affected area develops a pro-forma and/or narrative to review with students and other constituents. The fee request package is presented to a mandatory student fee committee in accordance with BOR Policy 7.3.2.1. The Fee Committee reviews the fee plan or budget for each fee prior to submission to the Board of Regents for approval of the fee or budget. The fee requests and budgets are sent to the President for his or her review. Action may include: 1) Submit the fee/budget to the Regents as proposed, 2) Modify the fee/budget, 3) Deny the fee/budget and return it back to the appropriate administrator/fee committee.

Next, the President submits the fee and budget packages to the Board of Regents System Office staff for review. The BOR staff review of the package includes: 1) review justification for fee, 2) student support for the fee, 3) request clarifications where needed, 4) compare fees at institutions with others within the sector, 5) discuss fees with institutions (where fee needs to be modified/denied/can be phased/can be sunset.) The Chancellor makes recommendations to the Board. At the April meeting, the Board will approve, modify or deny the fee package. Once a fee is approved, the institution develops a budget plan for each fee and presents it to the institutional Fee Committee for their vote.

ELECTIVE FEES AND SPECIAL CHARGES (7.3.2.2)

Housing Fees

Food Service Fees

Other Elective Fees and Special Charges

This policy may be found in the Board of Regents Policy Manual at:<http://www.usg.edu/policymanual/section7/>

As part of a budget reduction strategy approved by the Board in August 2008, a special institutional fee was approved. All students pay a special institutional fee as a means to help maintain academic quality in the face of significant reductions to the University System's budget. This fee is: \$200 at research universities, as well as at Georgia Southern University, Valdosta State University, Georgia College and State University, Kennesaw State University, Southern Polytechnic State University, and University of West Georgia; \$100 a semester at the regional and state universities, and \$100 a semester at the state and two-year colleges. This fee is not covered by HOPE and applies to all students with limited exceptions for the following: joint enrolled students, cross-registered students who are registered at multiple institutions but will pay at the home institution only, and students who typically do not pay fees such as senior citizens. This fee will be re-evaluated annually.

RECORDS RETENTION (10.4)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section10/>

Student Activities and Student Life

STUDENT VOTING PRIVILEGES (SECTION 4.1.3)

The following policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

FRATERNITIES AND SORORITIES (SECTION 4.1.4)

The following policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

UNIVERSITY SYSTEM STUDENT ADVISORY COUNCIL (4.9)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

Student Conduct

DISRUPTIVE BEHAVIOR (12.2)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section12/>

POLITICAL INTERFERENCE (12.1)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section12/>

STUDENT APPEALS (4.7.1)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

WITHDRAWAL OF RECOGNITION OF STUDENT ORGANIZATIONS (4.6.1)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

VIOLATIONS OF STATE OR FEDERAL LAW (4.6.2)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

DISRUPTIVE BEHAVIOR (4.6.3)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

ALCOHOL AND DRUGS ON CAMPUS (4.6.4)

This policy may be found in the Board of Regents Policy Manual at:
<http://www.usg.edu/policymanual/section4/>

Student Health

IMMUNIZATION AGAINST DISEASE DURING AN OUTBREAK/EPIDEMIC (4.8.1)

This policy may be found in the Board of Regents Policy Manual at:<http://www.usg.edu/policymanual/section4/>

IMMUNIZATION REQUIREMENTS FOR STUDENTS (4.8.2)

This policy may be found in the Board of Regents Policy Manual at:<http://www.usg.edu/policymanual/section4/>

HEALTHCARE INFORMATION (10.5)

This policy may be found in the Board of Regents Policy Manual at:

<http://www.usg.edu/policymanual/section10/>

Student Housing

COMPREHENSIVE PLANS (7.11.7)

This policy may be found in the Board of Regents Policy Manual at:<http://www.usg.edu/policymanual/section7/>

PRIVATE HOUSING (9.8.2)

This policy may be found in the Board of Regent Policy Manual at: <http://www.usg.edu/policymanual/section9/>

IV. Business Procedures Manual

The Business Services Manual assists student affairs units in following appropriate procedures for fiscal spending. The following Policies are being provided as a guide for specific issues that arise pertaining to student affairs. Clarification or compliance issues can be addressed by the system office at any point. Student affairs professionals are encouraged to “ask first” and “act later”. Strict guidelines about the use of funds must be adhered to for legal and ethical processes.

The full manual can be found at: http://www.usg.edu/fiscal_affairs/bpm_acct/bpm-intro.pdf

PROCUREMENT LIMITS (3.1)

This policy may be accessed in the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section3/

Note: State and/or DOAS rules and regulations do **not** apply to purchases from Agency funds.

COST LIMITS AND RELATED PROCESSING RULES (3.1.1)

This policy may be accessed in the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section3/

EXEMPTIONS FROM THE COMPETITIVE PROCUREMENT PROCEDURE CONSTRUCTION AND PUBLIC WORKS (3.1.2)

This policy may be accessed in the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section3/

TRAVEL (4.0)

For specific regulations on travel listed below, one should refer to section 4.0 of the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section4/

- q Definitions
- q Authorization for Travel
- q Reimbursement of Meal Expenses
- q Lodging Expenses
- q Travel by State-Owned or Personal Vehicles
- q Travel by Rented or Public Transportation
- q Travel by Private Aircraft
- q Miscellaneous Travel Expenses
- q Corporate Charge Cards and Travel Advances
- q Reimbursement Procedures

In regards to the availability of state vehicle for student use, a student would not be allowed to drive a state vehicle unless they are a student employee. Section 4.5.2 of the Business Procedures Manual (BPM) addresses Agency Owned or DOAS Vehicles. These procedures are all related to **employees**.

Note: State travel regulations can be accessed at the following State Accounting Office web site:

<http://sao.georgia.gov>. Click on “Statewide Travel Regulations” under “At Your Service.”

NON-EMPLOYEE TRAVEL (19.9)

This section addresses non-employee travel to include students, consultants, and individuals applying for a job at the institution. This policy may be accessed in the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

STUDY ABROAD TRAVEL (21.0)

This section details the procedures to be used in Study Abroad Programs. Reference materials and template forms containing required information that must be obtained and submitted for each step of the process are included and referenced. Institutions may adapt the format and content of these forms to meet the needs and requirements of the institution, provided that at a minimum, the institution's forms contain provisions consistent with those in each of the Board of Regents required forms.

This policy covers only faculty-led study abroad programs. For a complete citation of study abroad policies, refer to the Business Procedures Manual, sections 21.1-21.4, online at http://www.usg.edu/business_procedures_manual/bpm-sec21.pdf

TUITION AND FEES (8.3)

This policy may be accessed in the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section8/

STUDENT RECEIVABLES (10.1.1)

This policy may be accessed in the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section10/

AUXILIARY AND SERVICE ENTERPRISES (10.1.5)

Residence Halls

Bookstores

This policy may be accessed in the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section10/

OTHER RECEIVABLES (10.1.6)

MISCELLANEOUS RECEIVABLES

1. Student Fines
2. Departmental Services
3. Special Agreements

This policy may be accessed in the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section10/

BANNER STUDENT INFORMATION SYSTEM (13.6)

This policy may be accessed in the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section13/

AGENCY FUNDS (14.0 – 14.5)

Agency funds are used to account for resources held by an institution as custodian or fiscal agent for individual students, faculty, staff members, or other organizations. This section provides guidance for University System of Georgia (USG) institutions to serve as fiscal agents for agency funds.

Only the descriptions of agency types are listed below. For the complete section, reference the Business Procedures Manual at: http://www.usg.edu/business_procedures_manual/section14/

AGENCY FUND GROUPS (14.5)

Based on the purposes intended for the funds received, agency accounts may be established as follows:

FUND 6000 - FUNDS HELD ON DEPOSIT (14.5.1)

Student Organizations and Activities

These accounts are established for student clubs, student organizations, or workshops sponsored by student groups. Funds deposited in these accounts should represent funds earned or raised by the student organization. Funds allocated to the student organization from institutional funds shall not be placed in an agency account.

Agency fund accounts of these types should be provided only for bona fide student activities and institution-affiliated student organizations, with approval of the appropriate institution administrative office such as the Vice President – Student Affairs Office.

It is important for institutional leaders to be aware that student fees placed into agency accounts are still considered institutional funds. As such, these funds must still adhere to purchasing requirements and usage policies. See “*Examples of BOR Business Procedures Applied to Student Affairs Activities*” in this guide or refer to the Business Manual, Policy 19.8 for requirements on food purchases.

Faculty/Staff Organizations and Activities

These accounts are established for faculty and/or staff organizations and activities such as professional organizations in which faculty and/or staff are members and conferences and workshops sponsored by faculty or staff groups. Agency fund accounts should not be established for grants or contracts awarded to faculty members as individuals where the research would normally be handled as a departmental research grant or contract.

Establishing agency fund accounts for faculty/staff organizations and activities should be made only with approval from an institution administrative office, such as Vice President – Academic Affairs for faculty activities or the appropriate Vice President for staff organizations.

Activities between USG Institutions and Other Entities

These funds are:

- Paid from one USG institution to another USG institution; and,
- Paid by other state agencies to the Board of Regents for activities limited to meetings, seminars, training sessions, and workshops.

The funds include registration fees and incidental costs such as meals, use of facilities, training materials, and refreshments. Fee rates must be established to cover only the costs of the particular event. The account balance should be kept to a minimum and current balances should be considered when establishing fees for future events. Any balance on hand at June 30th, considered by audit judgment to be inordinately large, may be transferred to general funds.

An agency agreement, as discussed in Section 14.2 on page 14-3, should be made for each activity agency fund account.

FUND 61000 – AGENCY –DESIGNATED SCHOLARSHIPS (14.5.2)

For the complete section, reference the Business Procedures Manual at:
http://www.usg.edu/business_procedures_manual/section14/

AUXILIARY ENTERPRISE ACTIVITIES (15.2)

For the complete section, reference the Business Procedures Manual at:
http://www.usg.edu/business_procedures_manual/section15/

Auxiliary enterprise activities include:

- **Housing Operations:** student apartments, residence halls, and faculty and staff housing.
- **Food Services:** cafeterias, snack bars, and some vending operations.
- **Stores and Shops:** bookstores, supply stores, gift shops, and uniform stores.

- **Health Services:** health service operations with full-time staffing.
- **Transportation and Parking:** all transportation and parking operations.
- **Other Service Units:** barbershops, golf courses, laundry services, print shops, some vending operations, and other operations that cannot be logically categorized in any other defined activity.

HOUSING OPERATIONS (15.2.1)

HEALTH SERVICES (15.2.4)

CAMPUS TRANSPORTATION (15.2.5)

OTHER SERVICE UNITS (15.2.6)

Print Shops

Vending Operations

EMPLOYEE GROUP MEALS (19.7)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

EMPLOYEE GROUP MEALS WITHIN AN INSTITUTION (19.7.1)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

EMPLOYEE GROUP MEALS INVOLVING MULTIPLE INSTITUTIONS (19.7.2)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

PURCHASE OF FOOD USING INSTITUTIONAL FUNDS (19.8)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

FOOD FOR STUDENTS (19.8.1)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

FOOD FOR VOLUNTEERS (19.8.2)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

FOOD FOR EMPLOYEES (19.8.3)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

DOCUMENTATION REQUIREMENTS AND ENFORCEMENT OF PER DIEM LIMITS AT GROUP EVENTS (19.8.4)

For the complete section, reference the Business Procedures Manual at:

http://www.usg.edu/business_procedures_manual/section19/

P- Card Manual

The Department of Administrative Services (DOAS) State Purchasing awards the contract for statewide Purchasing Card services. The current vendor is Bank of America and the contract number is SWC 69695. The contract document can be accessed at <http://www.doas.state.ga.us>, and is an excellent source for information that may not be addressed in this manual. Once at the website: Click on “Procurement,” “Agency Guidelines and Procedures,” “P-Card Manual.” The University System Office participates in offering Purchasing Cards (P-Card) as a flexible purchasing tool for quickly and efficiently purchasing and paying for small dollar items. The PCard reduces the paperwork and processing time for the cardholder, as well as Accounts Payable and Procurement.

The purpose of this document is to provide instructions for the issuance and use of the P-Card along with instructions for documentation, reconciliation, and review.

http://www.usg.edu/fiscal_affairs/bus_svcs/procedures/pcard-manual.pdf

Specific Examples of BOR Business Procedures Applied to Student Affairs Activities

Q: What is a “Sanctioned Student Event” when considering food policies?

A: “Sanctioned student events” is defined in 19.8.1 as a **recognized** student organization.

Q: Can a general meeting of a club buy food or meals for the meeting attendees?

A: See chart on Page 19-15 and the block in the left column that says “Sanctioned Student Events (excluding athletics). Again, 19.8.1 is operative and I would emphasize “further development and education of students.” If furnished as a means of simply providing food, this would not be allowable.

Q: If the meeting is recruiting/organizational, where they are trying to get the club started, can the club buy food to entice students to participate?

A: See chart on Page 19-15 and the block that says, “Student Recruiting Events.” The qualifier is “trying to get started.” This would typically be allowable as long as this is not a sham that is designated as an organizational meeting under the guise of providing food.

Q: Under a Study Abroad program, can a P-Card be used to cover the entire student group for food, tours, lodging, etc.?

A: The BPM is very specific on how a P-Card can be used for Study Abroad. The specific allowable uses include:

- Student food, lodging and travel (funded from the Study Abroad agency account)
- Entrance fees to educational venues (agency account)
- Operating expenses and supplies (agency account)
- Fuel for rental vehicles (agency account)
- Emergency situations

Study abroad agency accounts are used for “student specific expenses,” not faculty related expenses. Also, please note the Study Abroad program is the only allowable instance of when a P-Card can be used for an agency account. Currently, there are no other times when a P-Card can be used with an agency account.

Q: Can coaches travel reimbursement be included as part of student travel expenses?

A: No.

1. Business Procedures Manual (BPM) Section 4.0, Travel states:

"USG institutions shall be guided by general travel regulations set forth in this section when **employees** are required to travel away from headquarters in the performance of their official duties...Reimbursement claims for subsistence (meals and lodging) are to be reported on **travel expense statements** by date, location, and amount for each meal and lodging claimed..."

2. BPM Section 19.9, Non-Employee Travel defines non-employees as "**students**, consultants, and individuals applying for a job at the institution. Travel expenses for non-employees should be limited to...students authorized to travel for participation in academic programs and sanctioned student events to include **athletic** and recruiting events."

3. Student travel is charged to general ledger account 6501XX. This is Travel - Non Employee other than mileage. This is defined as, "all expenses for lodging, meals, use of personal vehicle, leased vehicles, or other

costs incurred by **non-employees** in approved activities by the institution...Typically these expenses are incurred by **students** authorized to travel by the institution in relation to their employment **or their participation in an Athletics program.**"

4. State of Georgia Statewide Travel Regulations, Chapter 2, Authorization for Travel states:
"**Employees** may be reimbursed for reasonable travel-related expenses incurred while on official business for the State...authorized reimbursement associated with employee travel: meals associated with overnight lodging and in certain circumstances where there is no overnight lodging; lodging expenses; mileage,..."

5. State of Georgia Statewide Travel Regulations, Chapter 9, Reimbursement Procedures states:
"**Employees** requesting reimbursement for travel expenses are **required** to submit their claim to authorized personnel on the **travel expense statement.**"

6. State of Georgia Code, Section 50-6-27 states:
"The state auditor shall prepare each year a report showing the entire **personnel** of ...every university or college in the University System of Georgia...The report shall list the name, title or functional area, salary, and **travel expense** incurred..."

Lastly and maybe most importantly, there is no other allowable mechanism to pay coaches for their travel other than on a travel expense statement.

Q: Can food for recruiting students be paid for using institutional funds?

A: BPM 19.8.1 refers to sanctioned student events and it defines those as:
Sanctioned student events include events and travel sponsored by recognized student group, athletic team events, and other campus events open to the general student body and designed to further the development and education of students. Additionally, food may be purchased for a class in those instances where food is an integral part of the instructional methodology.

The purchase of food for "student recruiting" however should be limited to the funding sources enumerated in the chart.

V. Federal & State Legislation that Impacts Students

Americans with Disabilities Act of 2008

Retrieved August 25, 2010 from the U.S. Department of Justice website at: <http://www.ada.gov/>

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.

Title II of the ADA prohibits state and local governments from discriminating on the basis of a disability. The U.S. Department of Education enforces Title II in postsecondary public institutions. 34 C.F.R. 104.44 (d)(1). Section 35.160 (b)(1) of the Title II regulation states:

A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notification of the nature of the disabling condition to the institution and to assist the institution in identifying appropriate and effective auxiliary aids. The student's notification should be provided to the appropriate representative of the institution who, depending upon the nature and scope of the request, could be one or more of the following: the institution's Section 504 or ADA coordinator, the appropriate dean, a faculty advisor, or professor.

Postsecondary institutions, in response to a request for auxiliary aids, may make reasonable requests that the student provide supporting diagnostic test results and professional prescriptions for auxiliary aids. An institution also, on its own, may obtain a professional determination of whether requested auxiliary aids are necessary and, if so, what kind.

Clery Act (Campus Crime and Reporting Act)

The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* requires postsecondary institutions to provide timely warnings of crimes that represent a threat to the safety of students or employees and to make public their campus security policies. It also requires that crime data be collected, reported, and disseminated to the campus community and to the Department annually. The *Clery Act* is intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Such disclosures are permitted under *FERPA*. The following Web site provides more information about these and other provisions about campus safety:

<http://www.ed.gov/admins/lead/safety/campus.html>. You can also access the U.S. Department of Education's *Handbook for Campus Crime Reporting* at: <http://www2.ed.gov/admins/lead/safety/handbook.pdf>

Constitution Day

Constitution Day (or Citizenship Day) is an American federal observance that recognizes the ratification of the United States Constitution and those who have become U.S. citizens. It is observed on September 17, the day the U.S. Constitutional Convention signed the Constitution in 1787. The law establishing the holiday was created in 2004 with the passage of an amendment by Senator Robert Byrd to the Omnibus spending bill of 2004. Before this law was enacted, the holiday was known as "Citizenship Day". In addition to renaming the holiday "Constitution Day and Citizenship Day," the act mandates that all publicly funded educational institutions provide educational programming on the history of the American Constitution on that day. In May 2005, the United States Department of Education announced the enactment of this law and that it would apply to any school receiving federal funds of any kind.

Drug-Free Schools and Communities Act (DFSCA)

Retrieved August 25, 2010 from the U.S. Department of Education's Higher Education Center website at: <http://higheredcenter.org/mandates/dfsca>

The Drug and Alcohol Abuse Prevention Regulations (Education Department General Administrative Regulations [EDGAR]), requires that, as a condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. If audited, failure to comply with the Drug and Alcohol Abuse Prevention Regulations may cause an institution to forfeit eligibility for federal funding.

Creating a program that complies with the regulations requires an IHE to do the following:

1. Annually notify each employee and student, in writing, of standards of conduct; a description of appropriate sanctions for violation of federal, state, and local law and campus policy; a description of health risks associated with AOD use; and a description of available treatment programs.
2. Develop a sound method for distributing annual notification information to every student and staff member each year.
3. Prepare a biennial review on the effectiveness of its AOD programs and the consistency of sanction enforcement.
4. Maintain its biennial review on file, so that, if requested to do so by the U.S. Department of Education, the campus can submit it.

DFSCA Biennial Review Information

The regulations do not specify a date by which the biennial review must be completed and on file—they simply require that a campus complete a review every two years. Since the regulations went into effect in an even-numbered year (1990), long practice has held that campuses conduct a biennial review by the end of each even-numbered calendar year. Periodically, the U.S. Department of Education may direct its Higher Education Center to analyze a random sample of biennial reviews from colleges and universities nationwide.

Family Education Rights and Privacy Act (FERPA)

Retrieved August 25, 2010 from the U.S. Department of Education website: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

FERPA is a federal law that applies to educational agencies and institutions that receive federal funds under any program administered by the Secretary of Education. 20 U.S.C. § 1232g; 34 C.F.R. Part 99. Generally, FERPA prohibits the funding of an educational agency or institution that has a policy or practice of disclosing a student's "education record" (or personally identifiable information contained therein) without the consent of the parent. When a student turns 18 years old or attends a postsecondary institution at any age, the rights under FERPA transfer from the parent to the student ("eligible student"). FERPA defines "education records" as "those records, files, documents and other materials which –
(i) contain information directly related to a student; and
(ii) are maintained by an educational agency or institution or by a person acting for such agency or institution." 20 U.S.C. § 1232g(a)(4)(A)(i) and (ii).

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and

eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school.

FERPA generally requires prior written consent from the parent or eligible student before an educational agency or institution may disclose personally identifiable information from education records to a third party. However, the law contains 16 exceptions to this general rule. Pertinent exceptions that allow release of personally identifiable information without prior written consent are discussed below.

Ex Parte Orders

Significantly, the recent amendment to FERPA permits educational agencies and institutions to disclose – without the consent or knowledge of the student or parent– personally identifiable information from the student’s education records to the Attorney General of the United States or to his designee in response to an *ex parte* order in connection with the investigation or prosecution of terrorism crimes specified in sections 2332b(g)(5)(B) and 2331 of title 18, U.S. Code.¹ An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.

In addition to allowing disclosure without prior written consent or prior notification, this provision amends FERPA’s record keeping requirements (20 U.S.C. § 1232g(b)(4); 34 C.F.R. § 99.32). As a result, FERPA, as amended, does not require a school official to record a disclosure of information from a student’s education record when the school makes that disclosure pursuant to an *ex parte* order. Further, an educational agency or institution that, in good faith, produces information from education records in compliance with an *ex parte* order issued under the amendment “shall not be liable to any person for that production.”

Lawfully Issued Subpoenas and Court Orders

FERPA permits educational agencies and institutions to disclose, without consent, information from a student’s education records in order to comply with a “lawfully issued subpoena or court order” in three contexts. 20 U.S.C. § 1232g(b)(1)(J)(i) and (ii), (b)(2)(B); 34 C.F.R. § 99.31(a)(9). These three contexts are: Educational records are directly related to the student and are either maintained by the school or by a party or organization acting on behalf of the school. Such records may include: grand jury subpoenas, law enforcement subpoenas, and other subpoenas.

- Written documents; (including student advising folders)
- Computer media;
- Microfilm and microfiche;
- Video or audio tapes or CDs;
- Film;
- Photographs.

Any record that contains personally identifiable information that is directly related to the student is an educational record under FERPA. This information can also include records kept by the school in the form of student files, student system databases kept in storage devices such as servers, or recordings or broadcasts which may include student projects.

Records Not Considered As Educational Records

The following items are not considered educational records under FERPA:

- Private notes of individual staff or faculty; (NOT kept in student advising folders)
- Campus police records;
- Medical records;
- Statistical data compilations that contain no mention of personally identifiable information about any specific student.

Faculty notes, data compilation, and administrative records kept *exclusively* by the maker of the records that are **not accessible or revealed to anyone else** are not considered educational records and, therefore, fall outside of the FERPA disclosure guidelines. However, these records may be protected under other state or federal laws such as the doctor/patient privilege.

Georgia Open Records Act

The Georgia Open Records Act provides procedures for the disclosure of public records in the custody or under the control of public officials/record custodians. It further creates civil and criminal penalties for records custodians who fail or refuse to follow its procedures. All public records (unless exempt as set forth below) are open to inspection by the general public. O.C.G.A. § 50-18-70(b). Requests may be written or verbal. A custodian does not have to prepare summaries of documents, nor must it compile records in any requested order not in existence at the time of the request. O.C.G.A. § 50-18-70(d).

Requests must be acknowledged/fulfilled within three business days. O.C.G.A. § 50-18-70(f). During that time, the custodian must determine whether the records can be inspected (or are legally excluded from inspection), and then, during that same period, must notify the individual who made the request whether (and when) the records will be available. O.C.G.A. § 50-18-70(f). The custodian must provide a timely schedule even if it will take more than three days to assemble and produce the records. O.C.G.A. § 50-18-70(f). If records are not subject to disclosure, the custodian must respond within three business days with citation of legal authority exempting such records. O.C.G.A. § 50-18-72(h). The custodian can amend or supplement a designation one time within five days of the discovery of an error. O.C.G.A. § 50-18-72(h).

Specifics of the law can be accessed through the Board of Regents Human Resources Manual at:
http://www.usg.edu/hr/documents/hr_resources_manual.pdf

State of Georgia, Senate Bill 308 (Carrying a Weapon in Georgia)

As amended and effective as of June 4, 2010. Excerpts from Senate Bill 308 provide for:

- (a) Any person who is not prohibited by law from possessing a handgun or long gun may have or carry on his or her person a weapon or long gun on his or her property or inside his or her home, motor vehicle, or place of business without a valid weapons carry license.
- (b) Any person who is not prohibited by law from possessing a handgun or long gun may have or carry on his or her person a long gun without a valid weapons carry license, provided that if the long gun is loaded, it shall only be carried in an open and fully exposed manner.
- (c) Any person who is not prohibited by law from possessing a handgun or long gun may have or carry any handgun provided that it is enclosed in a case and unloaded.
- (d) Any person who is not prohibited by law from possessing a handgun or long gun who is eligible for a weapons carry license may transport a handgun or long gun in any private passenger motor vehicle; provided, however, that private property owners or persons in legal control of property through a lease, rental agreement, licensing agreement, contract, or any other agreement to control access to such property shall have the right to forbid possession of a weapon or long gun on their property, except as provided in Code Section 16-11-135.(e) Any person licensed to carry a handgun or weapon in any other state whose laws recognize and give effect to a license issued pursuant to this part shall be authorized to carry a weapon in this state, but only while the licensee is not a resident of this state; provided, however, that such licensee shall carry the weapon in compliance with the laws of this state.

Each campus can have their own internal policy regarding firearms on campus. For a complete copy of the legislation, go to: http://www.legis.state.ga.us/legis/2009_10/fulltext/sb308.htm

Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule (Standards for Privacy of Individually Identifiable Health Information) provides the first national standards for protecting the privacy of health information. The Privacy Rule regulates how certain entities, called covered entities, use and disclose certain individually identifiable health information, called protected health information (PHI). PHI is individually identifiable health information that is transmitted or maintained in any form or medium (e.g., electronic, paper, or oral), but excludes certain educational records and employment records. Among other provisions, the Privacy Rule:

- gives patients more control over their health information;
- sets boundaries on the use and release of health records;
- establishes appropriate safeguards that the majority of health-care providers and others must achieve to protect the privacy of health information;
- holds violators accountable with civil and criminal penalties that can be imposed if they violate patients' privacy rights;
- strikes a balance when public health responsibilities support disclosure of certain forms of data;
- enables patients to make informed choices based on how individual health information may be used;
- enables patients to find out how their information may be used and what disclosures of their information have been made;
- generally limits release of information to the minimum reasonably needed for the purpose of the disclosure;
- generally gives patients the right to obtain a copy of their own health records and request corrections; and
- empowers individuals to control certain uses and disclosures of their health information.

Higher Education Opportunity Act (as amended in 2008)

Information retrieved on August 25, 2010 from the U.S. Department of Education website. A complete copy of the HEOA may be accessed at: <http://www2.ed.gov/policy/highered/leg/hea08/index.html>

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008. This law reauthorizes and extends the Higher Education Act of 1965, as amended. The Higher Education Act (HEA) provides the statutory authority for most of the programs and activities administered or conducted by the Office of Postsecondary Education. Here are a few highlights of the bill:

- Campus security and safety - crime statistics reporting; emergency plans
The Department of Education provides a Handbook on Campus Crime Reporting that may be accessed at: <http://www2.ed.gov/admins/lead/safety/campus.html#handbook>
- Financial aid: Pell Grant maximum raised and eligibility for a full year.; expanded loan forgiveness for high-need professions; consumer disclosures for private loans; transparency in college tuition including:
 - Net price calculator: In accordance with the Higher Education Opportunity Act of 2008 (HEOA), by October 29, 2011, each postsecondary institution in the United States that participates in Title IV student aid programs must post a net price calculator on its Web site that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student's individual circumstances.
 - Federal affordability lists to be published in 2011
- Higher Education Sustainability Act: The Act creates "University Sustainability Grants Program" at the Department of Education. This program will offer competitive grants to higher education institutions and associations to develop and implement sustainability curricula, practices, and academic programs.
- Illegal file sharing – Title IV, Section 488: “annual disclosure that explicitly informs students that unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities; a summary of the penalties for

violation of Federal copyright laws; and a description of the institution's policies with respect to unauthorized peer-to-peer file sharing, including disciplinary actions that are taken against students who engage in unauthorized distribution of copyrighted materials using the institution's information technology system"

- Textbook information – Section 133: “It is the intent of this section to encourage all of the involved parties... to work together to identify ways to decrease the cost of college textbooks and supplemental materials for students...” Provisions include, but are not limited to: college textbook pricing information, unbundling of supplemental material, custom textbooks, textbook rental programs (information also in section 803), and ISBN information in course schedules.

Montgomery GI Bill

The GI Bill (the generic term comprising various education assistance programs administered by the Department of Veterans Affairs) provides benefits to veterans, service members, and some dependents of disabled or deceased veterans wishing to pursue an education. The Post - 9/11 GI Bill is a new education benefit program for individuals who served on active duty on or after September 11, 2001.

For more information on program specifics, please refer to the Department of Veterans Affairs website at: <http://www.gibill.va.gov/>

Solomon Amendment (1996)

In 1995, Congress passed the first Solomon Amendment, denying schools that barred military recruiters from campus any funds from the Department of Defense. The next year, Congress extended the law's reach to include funds from the Departments of Education, Labor, and Health & Human Services. In 1999, legislation shepherded by Rep. Barney Frank removed financial aid funds from the federal monies potentially affected by the Solomon Amendment. Defense Department regulations proposed in 2000 and formally adopted in 2002 exponentially toughened the law by interpreting it to require revocation of federal grants to an entire university if only one of the university's subdivisions (its law school, for example) runs afoul of the law. In 2005, Congress amended the law to explicitly state that military recruiters must be given equal access to that provided other recruiters. The Solomon Amendment supersedes FERPA. Solomon is based on the definition of "Student Recruitment Information."

Student Health – Insurance and Fees

All University System of Georgia institutions are required to participate in the Student Health Insurance program. The following students are required to have student health insurance that meets the minimum standards set by the University System of Georgia.

- All graduate students receiving a Full Tuition Waiver as part of their graduate assistantship award.
- All undergraduate, graduate and ESL international students holding F or J visas.
- All undergraduate and graduate students enrolled in programs that require proof of health insurance.
- All graduate students receiving fellowships that fully fund their tuition.
- International Scholars.
- All Medical College of Georgia (MCG) students will be under the Mandatory Graduate Student Health Insurance Plan.

Students who fall into one of these categories and are already covered by an insurance policy (i.e. through parent plans, family plans or employer-sponsored plans) can easily opt out of the plan through a secure on-line process. Once the information has been verified, all charges will be waived. Students (both undergraduate and graduate) who fail to submit creditable health insurance information will automatically be enrolled in and billed for the system-wide student health insurance plan.

This current requirement is in place through July 2012. Additional information about the waiver process and minimum requirements for coverage can be found on the USG website at:

http://www.usg.edu/student_affairs/students/services_for_students/student_health_insurance_program_SHIP

Student health center fees: there are no BOR guidelines, but each campus that has a health center should come up with guidelines on student (and faculty) use.

VI. Additional Student Affairs Information

Anti-bias Rules for Student Organization Recognitions

Each campus should develop its own policy on requirements for student organization recognition and funding that aligns with anti-discrimination standards based on race, religion, gender, and sexual orientation. Anti-bias policies should be viewpoint neutral and not restrict or limit any certain type of beliefs, requiring simply that organizations and students not discriminate.

In June 2010, the Supreme Court ruled, 5-to-4 that public colleges and universities may require religious organizations seeking recognition or funds as campus groups to comply with anti-bias rules. Still, the issue before the Supreme Court was the *permissibility* of public colleges' enforcing their anti-bias codes when they interfere with the beliefs of religious groups -- not a *requirement* that they do so. No legal experts appear to be reading the Supreme Court's decision as requiring public colleges to enforce their anti-bias policies in that way (retrieved from InsideHigherEd.com, June 29, 2010).

Funding for student organization activities can vary by type of organization, but an institution may not prevent a recognized organization from using facilities. Furthermore, funds given to organizations from institutional accounts should not support religious worship, but may fund social events sponsored by religious organizations.

Audit Program for Credit Transfer

The University of Georgia's System Office of Student Affairs has taken the lead in identifying ways to integrate technology in student service administration. The office has sponsored the adoption of a system-wide degree audit program designed to make it easy for students to transfer from one USG institution to another. To compliment this transfer process, the System implemented the use of electronic transcripts between institutions. This is particularly popular with students who find it convenient to take courses on-line from more than one institution during the academic year. The office is an advocate for the use of electronic tools like course management, web portals, PDAs and the use of iPods to support student learning in and outside the classroom.

In addition, the Office of Student Affairs is in partnership with Georgia Student Finance Commission and other educational agencies across the state in developing GAcollege411 (<http://gacollege411.org/>). This one stop website is for students to find information on how to plan, apply, and pay for college.

Copyright

Student organizations and student life offices that wish to show a movie as part of their programmatic efforts should obtain copyright permission from the film owner or a licensing agency. Owning your own copy of a movie does not give you these permissions. The following two companies contract films for public viewing:

Criterion, USA	http://criterionpicusa.com/cplusa/lcl_criterionusamain.html
Swank Motion Pictures	http://www.swank.com/college/index.html

Free Speech Zones

In the 1980s and 1990s, many universities enacted speech codes designed to instill greater civility on public campuses and prevent harassment based on race and sex. Some universities have established policies to limit student protests and demonstrations to certain select areas of the campus – called free-speech zones. These zones are a way to prevent student activism from disturbing the primary function of a university – the teaching of students in classrooms. Legally, the practice of establishing free speech zones has been and continues to be challenged. While First Amendment principles do apply with force to the campus, colleges and universities may assert and protect their interests in ways that create limits on time, place, or manner. The freedom to protest does not constitute freedom to disrupt. The best defense for a university is to show that regulations are content neutral, are sufficiently narrowly tailored to serve a significant governmental interest, and leave open ample alternative channels for communication of the information through a public venue (Clark v. Cmty. for Creative

Non-Violence, 468 U.S. 288. 293. (1984)). In the absence of a free speech zone policy, an entire campus is considered a free speech zone. As such, each institution is advised to develop a free speech zone policy.

Gambling on Campus

Gambling laws vary county by county in the State of Georgia. Student organizations or departments wishing to sponsor a game of chance for fundraising purposes or for an event should register their game with the county sheriff's office. A common standard for raffles is that money cannot be exchanged, but in kind items may be used as prizes.

Georgia Transfer Articulation Cooperative Services (GATRACS)

The University of Georgia's System Office of Student Affairs has taken the lead in identifying ways to integrate technology in student service administration. The office has sponsored the adoption of a state-wide transfer articulation program designed to make it easy for students to transfer from one USG institution to another. To compliment this transfer process, the System implemented the use of electronic transcripts between institutions. For students who find it convenient to take courses on-line from more than one institution during the academic year they can use *INGRESS*, the Intra-Georgia Registration Sharing System. The office is an advocate for the use of electronic tools like course management, web portals, PDAs and the use of iPods to support student learning in and outside the classroom.

In addition, the Office of Student Affairs is in partnership with Georgia Student Finance Commission and other educational agencies across the state in developing GAcollge411 (<http://gacollge411.org/>). This one stop website is for students to find information on how to plan, apply, and pay for college.

Guns on Campus

Senate Bill 308 is described in Section V: Federal and State Legislation that Impacts Students.

The amended legislation eliminated the phrase "within a 1,000 feet" from the definition of a school safety zone while allowing individuals to carry firearms in their personal vehicles without a permit. The term "school safety zone" is defined as:

'School safety zone' means in, or on, any real property owned by or leased to any public or private elementary school, secondary school, or school board and used for elementary or secondary education and in, or on, the campus of any public or private technical school, vocational school, college, university, or institution of postsecondary education.

It shall be unlawful for any person to carry to or to possess or have under such person's control while within a school safety zone or at a school building, school function, or school property or on a bus or other transportation furnished by the school any weapon or explosive compound, other than fireworks the possession of which is regulated by Chapter 10 of Title 25."

The legislation does not rule out any individual institutional policies related to firearms on campus. As such, each institution should have their own policy or refer to the Board policy.

Involuntary Medical Withdrawals

Information obtained from the white paper, "Involuntary Medical Withdrawals: Legal Considerations and Alternatives" edited by Bonnie Snyder (2010) and published by Magna Publications.

Individuals wishing to checkout this publication for review may contact the Office of Student Affairs or purchase their own electronic copy from Magna Publications at www.magnapubs.com

Students with mental health issues or medical problems that are not being adequately treated may pose a threat to themselves or others. Some students choose to leave campus on their own, but others may be required to

leave campus unwillingly. An involuntary medical withdrawal is a means of using force to enact a desired outcome. It should be undertaken as a last resort, after exhausting all other options.

Often, it is preferable to pursue less dramatic options, like enlisting the family to assist, smoothing the way for a voluntary withdrawal, or constructing a unique plan that focuses on identifying and meeting individual goals and needs. Furthermore, before pursuing a course of action be sure to review pertinent disability law, HIPAA, FERPA, and your due process procedures on campus. There can be many alternative solutions prior to arriving at an involuntary withdrawal. An example of a range of alternative options is illustrated below:



In order to properly handle a potential involuntary withdrawal, it is important to understand the requirements of the “direct threat test” and how to ensure student rights are protected. These principles come from the U.S. Department of Education’s Office for Civil Rights and state what is required to remove a student from campus under an involuntary medical withdrawal process:

- There must be a high probability of substantial harm.
- The student must undergo an individualized and objective assessment.
- The decision must be based on reasonable medical judgment or the best available non-medical advice.
- The decision must take into account the nature, duration, severity of risk, probability that injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

When you find that you have a student who poses a direct threat and you would like to pursue an involuntary medical withdrawal, you are required to follow enhanced due process. This process involves: 1. giving written notice of the charges including advanced notice to the student of the evidence, including medical evidence, that will be used in a hearing process to justify an involuntary withdrawal; 2. a formal hearing where the respondent can introduce independent medical opinions or evidence; 3. hearing board consideration of medical evidence; 4. the right of the respondent to consult with legal counsel during the process and hearing and; 5. the right to appeal and reinstatement terms clearly outlined for the student.

If the direct threat test has been met and the university’s involuntary medical leave process indicates that this is the best option, there are a number of things the institution can do to ease the process for the students. The university might provide referrals to services off campus that can help the student address the problems that led to this outcome. The university can also assist with navigating the procedures of the institution, securing a full tuition refund, addressing the need for incompletes and make-up work in classes, and helping construct a timeline for return. Ultimately, this “last ditch” approach to handling a student’s problems can end with a student in better health, ready to return to school and become a positive part of the campus community.

Military Institutions

The University Systems of Georgia (USG) is committed to providing opportunities, assistance and information about all the programs offered by the state's 35 public institutions of higher learning. Working closely with the Department of Veterans Affairs, the National Guard Bureau and each branch of the armed forces, the USG strives to ensure that the transition from service member to student is as seamless and welcoming as possible. An increasing number of USG Institutions are becoming Servicemember Opportunity Colleges (SOC) and award credit for military training according to the American Council on Education (ACE) guidelines. Furthermore, Georgia Institute of Technology, Clayton State University and North Georgia College & State University are designated Yellow Ribbon Schools.

Our advantages:

- Georgia's higher education system includes 35 public colleges and universities with a choice of face-to-face on campus or online learning opportunities.
- More than a dozen active duty Georgia based military installations and some 90 Army National Guard armories in 73 communities and 5 Air National Guard locations are served by USG colleges and universities.
- Selecting a Georgia public college or university is easy with Georgia College 411, an online resource for planning, applying and paying for higher education. This site also offers career path information and employment opportunities in Georgia.
- Georgia ONmyLINE (GOML) is a searchable catalog of nearly 2,870 quality online courses and 169 programs offered by all 35 USG institutions statewide.
- Out-of-state tuition differential waivers are offered to those recently separated from the military, active duty, National Guard and Reserve members and their dependents stationed in Georgia.
- US military, Reserve and National Guard combat veterans may be eligible for waiver of all mandatory system fees while attending any USG campus.
- Veterans and active duty students may use their Montgomery GI Bill, Post 911 GI Bill or tuition assistance benefits at any USG campus.
- Military withdrawal and refund is available to those called up for active duty and/or deployment.
- All campuses have a VA certifying official to help with use of educational benefits.
- Georgia Guardsmen and reservists who have seen combat and their children may eligible for up to \$8,000 for higher education through Georgia's HERO scholarship.
- USG holds an annual Apply to College week for high school students, including dependents of active duty and National Guard/Reserve members.
- USG is a member of the Council of Colleges and Military Educators.

Military Friendly Checklist

- Military outreach coordinator or point of contact on campus
- Military outreach center on campus
- Identify students, faculty & staff on campus who are veterans
- SOC member
- ACE guidelines
- Focus group or task force of administrators, faculty, staff and military/veteran students
- Student veterans association
- Location for military students to meet other service members and veterans.
- Easy access to Veterans Certifying Official and encourage VA work study participation.
- Military web page prominently advertised on institution's home page
- Faculty and staff training for understanding unique military needs
- Help with scholarship awareness and completion of scholarship applications.
- Policies to protect veterans in case of late arriving VA GI Bill or Tuition Assistance benefits.
- Barrier free, handicapped accessible campus for wounded veterans
- Prior learning assessment opportunities through testing or portfolio. Offer or accept CLEP testing, AP credit, Dantes test scores and credit for SOC approved military courses
- Mentoring programs and peer tutoring for military and veterans
- Military withdrawal and refund for students called to active duty
- Waiver for all mandatory fees for Reserve and National Guard combat veterans
- Services to military family members
- BONUS POINTS
 - Yellow Ribbon School
 - "Freshman experience" course geared toward military
 - Distance education with a variety of media delivery options in different media formats for military members deployed away from campus

For more information contact the USG Military Outreach Coordinator at 404-463-1914 or visit www.usg.edu.

Retention of Records

Records specific to student affairs functional units are listed, but units should also referenced guidelines to administration, auxiliary services, finance, intercollegiate athletics, human resources, police, security and safety, student records, and property management. Inactive records designated by the Guidelines as "Permanent" must be transferred to the institution's college or university Archives for long-term preservation as part of the historical record. If the institution does not have an official Archives, "Permanent" records must be maintained in the location specified for the "record copy."

The Board of Regents Office Resources administers the Records Retention Guidelines and is the source for information and /or answers to questions concerning implementation of the Guidelines. The Coordinator of Office Resources shall approve all additions to, deletions from, and revisions of the Records Retention Guidelines. Records Retention Manual may be accessed at:

http://www.usg.edu/records_management/schedules/K/

Some individual institutions have records management guidelines. These guidelines can be found at:

http://www.usg.edu/records_management/resources/

Student Housing Contracts Appeals Records

Explanation: This series provides a record of the disposition of appeals made by residents who have been assessed the standard penalties for failing to follow the terms of their housing/food service contracts. These

records consist of: students' appeals stating their reasons for seeking modification of contract terms; decisions from the director of housing, including instructions for further appeal if students have additional relevant information and desire to proceed; and related documentation and correspondence.

Housing & Dining Services, Resident Life, and Student Services

Retention: 7 years after expiration of contract

Citation or Reference: O.C.G.A. 9-3-24

Student Housing Contracts Records

Explanation: This series provides a record of occupancy in all institution administered housing -- residence halls, family housing, and cooperative housing. This series may include but is not limited to: residence hall/cooperative house/student family housing applications and contracts; proof of admission records; and related documentation and correspondence.

Record Copy: Housing & Dining Services, Resident Life, and Student Services

Retention: 7 years after expiration of contract

Citation or Reference: O.C.G.A. 9-3-24

Resident Assistant Applications (Moved to Series: G78, Category: Human Resources)

Greek Life Records

Explanation: This series documents all authorized sororities and fraternities associated with a university. This series may include but is not limited to organization charters and by-laws, housing information, and Rush materials. Refer to Series H-17

Record Copy: Institutional Archives; Housing & Dining Services, Resident Life, Student Services

Retention: Organization charters and bylaws: Permanent; all other materials: 10 years

Stipends for Student Leaders

The American Student Government Association reported in 2010 that 71% of elected campus leaders get paid to serve. This can include salaries, tuition waivers, scholarships, stipends, computers, cell phones, reserved parking, class credit and more. Among state universities, 86% of elected officers earn salaries and 66% of community colleges offer tuition waivers or scholarships. The larger the enrollment, the more likely the schools are to pay.

There is no evidence that anyone runs for office to get paid, but there is evidence to suggest that students who run for office might not otherwise be able to if they know they can't offset a portion of their income from a part-time job. In practice, the Regents Advisory Council on Student Life reported at the November 16, 2009 meeting that most student workers (Non-Work Study) receive stipends (frequency of payments/distribution varies), although some use timesheets or are paid hourly. A compiled list of Student Government officer information is available on the Office of Student Affairs internal resource page if institutions would like to examine the practice among USG institutions more closely.

Student Affairs Division Structures in Georgia

A compiled list of the reporting areas within the student affairs divisions at each of the 35 USG institutions is available for review on the internal resource page of the Student Affairs website at:

http://www.usg.edu/student_affairs/faculty/

Student Handbooks

Each campus must have a student handbook that outlines institutional policies and how the institution adheres to federal regulations. This handbook must be made available electronically for review through the institution's website.

Student Sexual Harassment Policies

Title IX, which is gender discrimination, is the law that includes any harassment involved with a student. Students have the same rights as faculty and staff. With that, comes the idea that institutions cannot control their actions and speech in the same manner as employees. In general, a campus' human resources sexual harassment policy can cover everyone including actions on or between student employees. Harassment which occurs while a student is working would be covered under employment policies. Hostile environment is defined as a hostile *work* environment. If an action occurs when a student employee is engaging in student activities, however, it falls under the category of "student sexual harassment". As such, the USG legal counsel recommends that each campus have a mechanism in place to deal with both categories of student sexual harassment.

Student Tracking and Security System

Handling Confidential Materials

All employees who have access to student records are responsible for guarding the confidentiality of those records. This includes ensuring that FERPA is appropriately applied to the inquiries submitted to the Office of Student Affairs. All employees are responsible for familiarizing themselves with the FERPA guidelines which may be found online at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. While FERPA only applies to students enrolled or previously enrolled, since the Office of Student Affairs receives inquiries from a variety of sources and it is often unknown if an individual is currently or was once enrolled, all inquiries should be treated as if FERPA applies.

The following guidelines have been established for the protection of confidential materials:

- In order to protect the confidentiality of student records, any information considered irrelevant to the nature and resolution to an inquiry should not be stored in the database.
- Under no circumstances should a social security number or date of birth be entered into and stored in a database field. When pasting the text of an inquiry into the database, check the text and if either is found, it should be removed before the text is saved in the database.
- Under no circumstances should a social security number or date of birth be contained on a document (letter, email, etc.) added to the database as a scanned document. Prior to scanning a document, check the text and if either is found, it should be completely marked out before scanning the document.
- Any paper materials related to an inquiry should be appropriately disposed off once the inquiry has been resolved. All paper documents related to an inquiry should be shredded.
- Under no circumstances should sensitive information be stored on the hard drive of an individual computer.
- Particular care should be taken when sharing information related to an inquiry with anyone other than the individual making the inquiry. Student information and information related to the inquiry should only be shared with the appropriate campus official and only when necessary for the resolution of the inquiry

Student Workers

There are numerous students who work in some capacity at USG institutions. If a particular student is considered an employee, he or she must be paid in compliance with the Fair Labor Standards Act, as set forth in the Human Resources Manual provided by the USG.

Factors to Determine If Student Workers Will Be Considered Employees:

1. The training is similar to what would be given in a vocational school or academic educational instruction;
2. The training is for the benefit of the student;
3. The student does not displace regular employees, but works under their close observation;
4. The employer that provides the training derives no immediate advantage from the activities of the students, and on occasion the employer's operations may actually be impeded;
5. The students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the students understand that the students are not entitled to wages for the time spent in training.

It is important to note that records related to students who are employed as a result of their status as students are educational records protected by FERPA. For example, if a particular employment opportunity (such as a graduate research position) is only available to students, any records related to persons employed in that position are protected by FERPA. More information about FERPA for student employees can be accessed through the Human Resources Manual at: http://www.usg.edu/hr/documents/hr_resources_manual.pdf

Tax-Exempt Status of Affiliated Nonprofit Organizations

Under the Internal Revenue Code, section 501c(3), organizations like booster clubs, sororities and fraternities, and other student organizations may be eligible for tax-exempt status. Current tax law requires small nonprofit organizations to file Form 990-N, an annual electronic notice form, even if the organization accepts less than \$25,000 in gross receipts for the three preceding tax years. Failure to submit the form for three years in a row will lead to automatic revocation of tax-exempt status. Gross receipts are defined as the total amounts the organization received from all sources during its annual accounting period, without subtracting any costs or expenses. For more information about Form 990-N or tax return filing requirements, see www.irs.gov/eo.

Transporting Students/Student Drivers

The Business Procedures manual outlines transportation policies under 15.2.5 Campus Transportation and Parking. "Transporting students on field trips, to debating tournaments, and for other educational functions are appropriate uses of vehicles included in this enterprise. Transportation of athletic teams to and from intercollegiate athletic events would also be an appropriate use."

Students who are employees of the institution are allowed by policy to drive state vehicles; however, each campus may determine their own policy regarding student employee use of state vehicles. In practice, some institutions have a motor pool policy that designate who is eligible to drive while other institutions, lacking a motor pool, may rent vehicles and use rental company standards in determining who may drive the vehicle. Regardless, institutions that have a practice or standard must clearly outline in writing guidelines and any relevant procedures to obtain permission. A written policy ensures equality in practice and provides consistent information to all students on campus.

VII. Professional Standards in Student Affairs

Professional Associations

A list of professional associations can be found through the Office of Research and Policy Analysis' website at the Board of Regents. Go to: <http://www.usg.edu/research/resources/>

Council for the Advancement of Standards

Retrieved from the CAS website at: <http://www.cas.edu/>

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of more than 30 functional areas, consistent with institutional missions.

If you select to do a CAS review of your functional areas, you can purchase the standards and have your units answer the questions regarding the following areas. In most cases, CAS asks for minimum standards in order to allow for different size and structures of institutions. These standards give individuals a chance to do an excellent self-assessment.

The Association of College Personnel Administrators (ACPA) has identified principles for good practice. The principles are means to conducting learning-oriented student affairs work, based on extensive research about the impact of college on educational outcomes. As such, they offer unambiguous, yet adaptable, guidelines for productive use of resources for learning.

SACS-COC Accreditation Standards for Student Affairs

Retrieved from the SACS website at: <http://www.sacscoc.org/pdf/2010principlesofaccreditation.pdf>

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America that award associate, baccalaureate, master's, or doctoral degrees.

Institutions are encouraged to review and implement strategies that will ensure compliance with accreditation standards. Specific accreditation standards for student affairs can be found under Section 3: Comprehensive Standards. Furthermore, compliance with federal policies can be found in Section 4.

3.9 Student Affairs and Services

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. (Student rights)

3.9.2 The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data. (Student records)

3.9.3 The institution employs qualified personnel to ensure the quality and effectiveness of its student affairs programs. (Qualified staff)

4.7 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)

Other Student Affairs Publications that Guide Practice

Greater Expectations (2002)

A report by the Association of American Colleges and Universities which calls for improvements in the quality of student learning and challenged higher education to provide a practical liberal education that prepares students for life, work, and civic participation. Improvement in the integration of traditionally disparate elements of the curriculum is at the heart of this document.

Learning Reconsidered (2002)

Co-published by ACPA and NASPA, *Learning Reconsidered* is an argument for the integrated use of all higher education's resources in the education and preparation of the whole student.

Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience (2006)

A joint publication by ACPA, ACUHO-I, ACUI, NACADA, NACA, NASPA, and NIRSA this publication serves as a blueprint for how to create the dialogue, tools, and materials necessary to implement recommendations found in *Learning Reconsidered*. Furthermore, this publication connects back to the initiatives and actions recommended in *Principles of Good Practice* and renewed commitment to collaboration advanced in *Powerful Partnerships*.

Powerful Partnerships: A Shared Responsibility for Learning (1998)

A joint report by the American Association for Higher Education, ACPA, and NASPA, this publication outlines learning principles and items for joint action between academic and student affairs.

Principles of Good Practice for Student Affairs (1997)

retrieved from ACPA website at: <http://www.acpa.nche.edu/pgp/principle.htm>

1. Engages students in active learning.
2. Helps students develop coherent values and ethical standards.
3. Sets and communicates high expectations for student learning.
4. Uses systematic inquiry to improve student and institutional performance.
5. Uses resources effectively to achieve institutional missions and goals.
6. Forges educational partnerships that advance student learning.
7. Builds supportive and inclusive communities.

Student Learning Imperative (1994)

From *The student learning imperative: Implications for student affairs*. American College Personnel Association.

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. *The Student Learning Imperative* (American College Personnel Association, 1994) asks student affairs professionals to embrace the current challenges as an opportunity to affirm a commitment to student learning and development. As a first step in that direction, the *Student Learning Imperative* articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others. The next step is identifying practices that will move the profession forward in its focus on learning and guide professionals in meeting the challenges with which they are confronted.

Student Affairs Structures at Georgia Institutions

<chart to be added here>