

University System of Georgia Resource Guide
for
SACSCOC Principles of Accreditation
Sections: 2,3,5,6,7,9,10,12,13, and 14

Prepared by: The Office of Accreditation Support

UNIVERSITY SYSTEM OF GEORGIA BOARD OF REGENTS University System of Georgia Board of Regents

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2.1 Institutional Mission

Board of Regents Policy:

2.8

BOR Policy 2.8: Institutional Mission

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degree can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

3.1.a Degree Granting Authority

Georgia Constitution:

Article VIII, Section IV, Paragraph I (b)

[Constitution of the State of Georgia, Article 8, Section 4, Paragraph 1b: Board of Regents](#)

University System of Georgia; Board of Regents

(a) There shall be a Board of Regents of the University System of Georgia which shall consist of one member from each congressional district in the state and five additional members from the state at large, appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said board. The members in office on June 30, 1983, shall serve out the remainder of their respective terms. As each term of office expires, the Governor shall appoint a successor as herein provided. All such terms of members shall be for seven years. Members shall serve until their successors are appointed and qualified. In the event of a vacancy on the board by death, resignation, removal, or any reason other than the expiration of a member's term, the Governor shall fill such vacancy; and the person so appointed shall serve until confirmed by the Senate and, upon confirmation, shall serve for the unexpired term of office.

(b) The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

(c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system.

(d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public property, execute conveyances thereon, and utilize the proceeds arising therefrom; may exercise the power of eminent domain in the manner provided by law; and shall have such other powers and duties as provided by law.

(e) The board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia.

(f) The qualifications, compensation, and removal from office of the members of the board of regents shall be as provided by law.

Georgia Code:

§ 20-3-32

§ 20-3-51

[Georgia Code 20-3-32: Powers as to Institutions, Departments, Courses, and Degrees of University System](#)

(a) The board of regents is authorized to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees.

(b) Whenever any such modifications, changes, consolidations, or suspensions are put into effect, the board is authorized to readjust budgets to the extent necessary by the reallocation of the moneys appropriated for the institutions affected.

(c) Where similarity in names among the several institutions gives rise to confusion, the board may rename them.

[Georgia Code 20-3-51: Regents to Govern System](#)

The government, control, and management of the university system and all of its institutions shall be vested in the board of regents.

Board of Regents Bylaw:

Section 1, Subsection 2

[BOR Bylaws, Section 1.2: Charter and Constitutional Authority](#)

The charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the “Board of Regents of the University System of Georgia.” The name of the corporation heretofore established and existing under the name and style, “Trustees of the University of Georgia” be and the same is hereby changed to “Regents of the University System of Georgia.”

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

Board of Regents Policy:

2.8

3.8.1

[BOR Policy 2.8: Institutional Mission](#)

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The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

[BOR Policy 3.8.1: Degrees](#)

The faculty shall recommend to the president of the institution the candidates for degrees that the institution has been authorized by the Board to confer. A record of all degrees awarded shall be filed in the office of the Registrar of the institution conferring the degree.

Absent the approval of the USG chief academic officer, no degree program shall exceed the following credit hours, exclusive of physical education activity/basic health or orientation course hours that the institution may require:

1. Associate degrees shall consist of 60 credit hours
2. Bachelor's degrees shall consist of 120 credit hours
3. nexus degrees shall consist of 18 credit hours
4. Graduate degrees shall consist of 36 credit hours

Academic and Student Affairs Handbook:

Section 1., Subsection 5

[BOR Academic and Student Affairs Handbook: 1.5 Institutional Function and Mission](#)

Per Board of Regents Policy 2.8 on Institutional Mission, the mission and function of all USG institutions is determined by the Board of Regents, and any change in institutional function or mission must be approved by the Board. The following guidelines should be used to request changes in institutional mission and/or function:

Type I Mission Change: Requests for Approval of Revised Mission Statement Only:

Through routine strategic planning processes at an institution as required by SACSCOC's Comprehensive Standards, mission statements are periodically revised to reflect relatively minor changes in the language of an institutional mission, or changes in institutional priorities which do not affect the scope of the mission as approved by the Board. This type of change in mission is typically a change in the wording of the mission statement only and does not reflect a change in the institution's designated function or the institution's functional sector (per BOR Policy 2.8). Revised mission statements of this type must be approved by the Board and requests for revisions in institutional mission statements should be submitted to the Executive Vice Chancellor and Chief Academic Officer. The request should include the following:

- The President of the institution should submit a justification for the revision, including an explanation of the processes used to engage various campus constituencies in discussions of the revised mission;
- The current Board-approved mission statement for the institution, including the date of Board approval;
- The proposed revised mission statement.

Type II Mission Change: Requests for Approval of Revised Mission Statement and Institutional Function Sector:

This type of mission and function change requires Board approval and requests must be submitted to the Chancellor for consideration. An institution seeking to modify its mission statement and function with the intent of changing functional sector or sub-categories of a specific sector, should submit the following materials to the Chancellor:

- Current functional sector and sub-category if applicable
- Proposed functional sector or new sub-category, including the name of any proposed new degree program offerings associated with the change (NOTE: Requests for Function Sector Change must be approved prior to submitting new program proposals and/or facilities requests associated with the change).

- Substantive evidence and rationale related to the following:
 - The results of a regional needs assessment, to include:
 - The geographic span of service area for the institution;
 - An assessment of employer and workforce needs within the institution's service area;
 - An analysis of the adequacy of current USG degree providers relative to workforce needs in the area with a goal of avoiding unnecessary duplication of programs;
 - An assessment of how the proposed new program offerings will fill gaps in workforce needs
 - Impact of the change on the social, economic, cultural problems and enhancement of the quality of life of citizens in the institution's service area
 - Analysis of institution's readiness for mission change, including:
 - EFT enrollment trends over past 5 years
 - Employment trends for graduates over past 5 years
 - Retention, progression, and graduation (RPG) over past 5 years
 - Impact of the mission/function change on the institution's College Completion Plan and college access in the institution's service area
 - Analysis of the effectiveness of academic degree program review and use of results to modify and eliminate programs
 - Five year plan for fiscal resources available or new resources required to meet new mission, including:
 - Personnel/faculty needs
 - Facilities needs
 - Technology needs
 - Impact on institution's debt ratio
 - Documentation of the involvement of local constituents and educational, civic, and political groups in the formulation of the change request
 - Impact of mission/function change on student tuition and affordability
 - Impact of mission/function change on faculty qualifications
 - Time line for SACSCOC approval

5.1 Chief Executive Officer

Board of Regents Policy:

2.6.1

BOR Policy 2.6: Presidential Authority and Responsibilities; Executive Head of Institution

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

5.2.a CEO Control

Board of Regents Bylaw:

Section 6

[BOR Bylaw 6: Heads of Institutions of the University System of Georgia](#)

The president of each institution in the University System shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution. He or she shall be responsible to the Chancellor or his/her designee for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor.

Board of Regents Policy:

2.6.2

[BOR Policy 2.6.2: Ex-Officio Faculty Chair](#)

The President shall be the ex-officio chair of the faculty and a member of all faculties and other academic bodies within the institution. The President may preside at faculty meetings. The President may call meetings of any council, senate, assembly, committee, or governance body at his or her institution at any time, may chair the governance body, and may preside at the meetings. The President shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

The President may veto any act of any council, faculty, or committee of his or her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor.

The President shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, committee, or governance body and the Chancellor.

5.2.b Control of Intercollegiate Athletics

Board of Regents Policy:

2.6.1

4.5.3

[BOR Policy 2.6.1: Executive Head of Institution](#)

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

[BOR Policy 4.5.3: Delegation of Authority](#)

The President of each USG institution is assigned ultimate responsibility and authority for the operation, fiscal integrity, and personnel of the institution's athletics program, including appointment and supervision of the athletics director or directors. Each President is also responsible for ensuring that the institution's athletics program is in compliance with all applicable federal and state laws, in compliance with the regulations of any athletic conference affiliation, and that the mission, values, and goals of the athletics program are compatible with those of the institution.

5.2.c Fundraising Activities

Board of Regents Policy:

2.6.1

6.17.2

7.4

[BOR Policy 2.6.1: Executive Head of Institution](#)

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

[BOR Policy 6.17.2: Relationship between Cooperative Organizations and the USG and its Institutions](#)

A relationship, whether formal or informal, between the USG or a USG institution and a cooperative organization may be maintained only if:

1. The relationship is in the best interest of the USG or the USG institution as determined by the Board of Regents and the President of the relevant institution in consultation with the Chancellor;
2. The financial records of the cooperative organization, including any audits, are available for inspection by the Chancellor and the President of the USG institution or the President's designee;
3. Any use by the cooperative organization of the name of the USG or a USG institution, or of a symbol or trademark of the USG or a USG institution, is approved in advance by the Chancellor, the President of the USG institution, or the President's designee;
4. The cooperative organization annually presents evidence satisfactory to the President of the USG institution or the President's designee that the cooperative organization is adequately capitalized for any activities undertaken in the name of, for the benefit of, or in conjunction with the USG institution;
5. The cooperative organization annually presents evidence satisfactory to the President of the USG institution or the president's designee of insurance or self-insurance adequate in form and amounts to cover foreseeable liability arising from activities undertaken in the name of, for the benefit of, or in conjunction with the USG institution;

6. There is a written general agreement or memorandum of understanding between the USG institution and the cooperative organization describing each party's responsibilities so that it is clear to third parties dealing with the cooperative organization that the organization is acting as a legal entity separate from the USG institution;
7. Actions of the USG institution's officials, faculty, staff, or employees pursuant to the relationship are consistent with policies established by the Board of Regents and the USG institution regarding conflicts of interest, outside activities, and other matters; and,

Not less than every two years, the President of the institution documents that he or she has reviewed the relationship between the institution and the cooperative organization and that all provisions of this policy are met to the President's satisfaction.

[BOR Policy 7.4: Private Donations to the USG and its Institutions](#)

The Board of Regents, recognizing that public institutions are dependent, in part, on private funding (just as private institutions are partially dependent on public funding), encourages the institutions under its control to seek the support of alumni, friends, corporations, and other private individuals and organizations that might be interested in contributing to the welfare of the institutions, their students, and their faculties.

Funds raised from private donations may be used in support of the mission and objectives of the institution, including funds for student scholarships, salary supplements, construction of physical facilities, and gifts and grants for other purposes as may be designated by the donor. However, institutions are not authorized to commit any state funds for challenge or matching grants or gifts for the construction of facilities or for other purposes without prior approval of the Chancellor. The Board of Regents shall not consider gifts, contributions, or income from endowments held for the benefit of any University System of Georgia ("USG") institution in determining the allocation of state funds to that institution.

Private donations to a separately incorporated Cooperative Organization established pursuant to Board of Regents' Policy shall not be subject to control by the Board of Regents or the institution administration except as otherwise provided in Board Policy or by the Memoranda of Understanding established between institution and the Cooperative Organization.

A USG institution may not accept gifts of real property except as provided in Board of Regents' Policy 9.9, Real Property Ownership and Asset Management. A USG institution may otherwise accept gifts, bequests, agreements, or declarations of trust that do not carry obligations to the institution that may conflict with state law or Board of Regents' Policy and that do not impose a financial burden on the institution beyond that which can be managed within the institution's current budget. If acceptance of the gift or donation would require the institution to incur additional cost that cannot be borne within the institution's current resources, the institution must obtain the approval of the Board of Regents before accepting the gift or donation.

Each institution must maintain a report of all gifts received by the institution and its cooperative organizations through private donations under procedures established by the USG Chief Fiscal Officer.

Each President is authorized to execute those documents necessary to provide proper fiscal management of those funds accepted under this authorization and, at his or her discretion, to further delegate the authority to execute such documents to the Chief Business Officer of the institution.

5.3 Institution-Related Entities

Board of Regents Policy:

6.17.1

6.17.2

[BOR Policy 6.17.1: Cooperative Organizations; Definition](#)

An organization is a cooperative organization if it:

1. Is organized or operated primarily:
 - for the purpose of soliciting gifts or assisting the University System of Georgia (USG) or a USG institution in soliciting gifts from third persons in the name of the USG institution or any of the institution's programs; or,
 - for soliciting grants and contracts or accepting grants or entering into contracts for research or services to be performed by or in conjunction with a USG institution or using the institution's facilities;
2. Bills or collects professional fees in the name of or on behalf of a USG employee who provides professional services within the scope of their employment by the institution;
3. Includes officials, faculty, staff, or employees of a USG institution as ex officio members of the organization's board of directors or other governing structure; or,

Is formally designated as a cooperative organization by the Board of Regents, the Chancellor, or by the President of the relevant USG institution. The Board of Regents, the Chancellor, or the President of the relevant USG institution may designate certain cooperative organizations that are required to follow the Regents' Guiding Principles for Cooperative Organizations.

[BOR Policy 6.17.2: Relationship between Cooperative Organizations and the USG and its Institutions](#)

A relationship, whether formal or informal, between the USG or a USG institution and a cooperative organization may be maintained only if:

1. The relationship is in the best interest of the USG or the USG institution as determined by the Board of Regents and the President of the relevant institution in consultation with the Chancellor;

2. The financial records of the cooperative organization, including any audits, are available for inspection by the Chancellor and the President of the USG institution or the President's designee;
3. Any use by the cooperative organization of the name of the USG or a USG institution, or of a symbol or trademark of the USG or a USG institution, is approved in advance by the Chancellor, the President of the USG institution, or the President's designee;
4. The cooperative organization annually presents evidence satisfactory to the President of the USG institution or the President's designee that the cooperative organization is adequately capitalized for any activities undertaken in the name of, for the benefit of, or in conjunction with the USG institution;
5. The cooperative organization annually presents evidence satisfactory to the President of the USG institution or the president's designee of insurance or self-insurance adequate in form and amounts to cover foreseeable liability arising from activities undertaken in the name of, for the benefit of, or in conjunction with the USG institution;
6. There is a written general agreement or memorandum of understanding between the USG institution and the cooperative organization describing each party's responsibilities so that it is clear to third parties dealing with the cooperative organization that the organization is acting as a legal entity separate from the USG institution;
7. Actions of the USG institution's officials, faculty, staff, or employees pursuant to the relationship are consistent with policies established by the Board of Regents and the USG institution regarding conflicts of interest, outside activities, and other matters; and,

Not less than every two years, the President of the institution documents that he or she has reviewed the relationship between the institution and the cooperative organization and that all provisions of this policy are met to the President's satisfaction.

Board of Regents Business Procedures Manual:

17.2

[BOR Business Procedures Manual 17.2: Memorandum of Agreement](#)

(Last Modified on November 4, 2010)

The relationship that a USG institution has with its affiliated organization or organizations must be defined by a memorandum of agreement that describes each party's roles and responsibilities. Minimally, the memorandum of agreement must address the affiliated organization's authority and responsibilities with regard to the following:

1. Solicitation of gifts, donations and grants
2. Liability
3. Adequate capitalization for activities
4. Evidence of satisfactory insurance coverage
5. Use of institutional facilities, programs and services subject to established policies and procedures
6. Expense reimbursement
7. Use of the institution's name, symbols and trademarks
8. Disposition of the affiliate organization assets upon dissolution
9. Compliance with internal revenue code and state law
10. Use of generally-accepted accounting principles
11. Submission of an independent annual audit report and financial statements
12. Elimination of conflicts of interest concerning institutional employees and in the relationship with the institution
13. Disclosure of funds and other items of value received by the affiliated organization and assurance that funds intended for institutional accounts are properly deposited

5.5 Personnel Appointment and Evaluation

Board of Regents Policy:

8

BOR Policy 8: Personnel

- 8.1 Personnel Categories
 - 8.1.1 Faculty Members
 - 8.1.2 Classified Personnel
- 8.2 General Policies for all Personnel
 - 8.2.1 Equal Employment Opportunity
 - 8.2.2 Age Criteria
 - 8.2.3 Employment of Relatives
 - 8.2.4 Employment of Foreign Nationals
 - 8.2.5 Employee Orientation
 - 8.2.6 Holidays
 - 8.2.7 Leave
 - 8.2.8 Retirement and Post Retirement
 - 8.2.9 Insurance
 - 8.2.10 Workers' Compensation Benefits
 - 8.2.11 Social Security
 - 8.2.12 Voluntary Savings Plans/Deferred Compensation Programs
 - 8.2.13 Garnishment of Pay

- [8.2.14 Policy on Salary Administration and Incentive Rewards Program](#)
- [8.2.15 Career Development](#)
- [8.2.16 Use of University System of Georgia Resources](#)
- [8.2.17 Voluntary Disclosure of Drug Use](#)
- [8.2.18 Personnel Conduct](#)
- [8.2.19 Tuition Assistance Program](#)
- [8.2.20 \[Reserved\]](#)
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- [8.2.22 Staff Council](#)
- [8.3 Additional Policies for Faculty](#)
 - [8.3.1 Faculty Employment](#)
 - [8.3.2 Regents' Professorships](#)
 - [8.3.3 Intrasystem Recruitment and Inter-Institutional Faculty Appointments](#)
 - [8.3.4 Notice of Employment and Resignation](#)
 - [8.3.5 Evaluation of Personnel](#)
 - [8.3.6 Criteria for Promotion](#)
 - [8.3.7 Tenure and Criteria for Tenure](#)
 - [8.3.8 Non-Tenure Track Personnel](#)
 - [8.3.9 Discipline and Removal of Faculty Members](#)
 - [8.3.10 Faculty Employment Applications](#)
 - [8.3.11 Faculty Contracts](#)
 - [8.3.12 Compensation](#)
 - [8.3.13 Faculty Development](#)

- [8.3.14 Enhancing Teaching and Learning in K-12 Schools and USG Institutions](#)
- [8.4 Additional Personnel Policies and Procedures](#)
- [8.5 Financial Exigency](#)
 - [8.5.1 Definition of Financial Exigency](#)
 - [8.5.2 Layoffs or Terminations](#)
 - [8.5.3 Program Modification or Discontinuance in the Event of Financial Exigency](#)

Board of Regents Human Resources Administrative Practice Manual:
Policy on Performance Evaluation

[BOR HR Administrative Practice Manual: Policy on Performance Evaluation](#)

Performance Evaluation

Citation Reference	
Official Title	Policy on Performance Evaluation
Abbreviated Title	Performance Evaluation
Volume	Human Resources
Responsible Office	Human Resources
Originally issued	
Revised	January 2008

Policy Statement

Each institution of the University System of Georgia shall establish a system of performance evaluation for all classified employees. This system of performance evaluation shall be for the purpose of career development and merit pay increase recommendation. All

classified employees shall be evaluated by the supervisor in a systematic manner at specified time intervals, but in no case less than once each year. An employee in his or her provisional period should be evaluated at least once prior to the completion of the provisional period.

Reason for Policy

To establish a system for assessing and improving the work performance of employees and to provide guidelines for the administration of this system while also affording the appropriate level of flexibility needed at the institutional level.

Entities Affected By This Policy

All units of the University System of Georgia are covered by this policy.

Who Should Read This Policy

All Human Resources personnel within the University System of Georgia should be aware of this policy.

6.1 Full-time Faculty

Board of Regents Policy:

2.8

3.1

[BOR Policy 3.1: General Policy on Academic Affairs](#)

The Chancellor, the University System Office of Academic Affairs and the University System of Georgia (USG) presidents, their administrative officers and faculties shall develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficient operations and the advancement of learning.

Proper functions of the academic authorities include the following:

1. Prescribing the teaching load to be carried by each member of the faculty;
2. Determining the maximum and minimum number of students permitted in a class; and,
3. Defining the nature and form of academic records to be kept concerning members of the faculties and administrative personnel.

Each USG institution president and his or her administrative officers, faculty, and staff shall promote effective higher education and efficient service having in view resources available to the institution. USG academic authorities shall choose the appropriate ways and means that are best adapted to achieve the ends desired. The Board of Regents will hold institutions accountable for their results.

Each institution must maintain accreditation by the Southern Association of Colleges and Schools Commission on Colleges and ensure that all programs requiring accreditation by law, regulation, or Board of Regents' Policy are appropriately accredited.

6.2.a Faculty Qualifications

Board of Regents Policy:

8.3.1.2

8.3.5.1

8.3.5.2

[BOR Policy 8.3.1.2: Minimum Qualifications for Employment](#)

Minimum faculty employment qualifications for all USG institutions and all academic ranks within these institutions shall be:

1. Consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)'s requirements for institutional accreditation;
2. Evidence of ability as a teacher;
3. Evidence of activity as a scholar and ability in all other duties assigned;
4. Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and,
5. Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

[BOR Policy 8.3.5.1: Evaluation of Personnel; Faculty](#)

Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations.

Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie.

Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching. The institution shall develop pre-tenure review policies, as well as any subsequent revisions.

[BOR Policy 8.3.5.2: Evaluation of Personnel; Graduate Assistants](#)

USG institutions employing graduate assistants shall develop procedures to:

1. Provide appropriate training to support and enhance these assistants' teaching effectiveness;
2. Conduct regular assessments of and annually evaluate, based on written procedures and including results of student and faculty evaluations, of each assistant's teaching effectiveness and performance; and,
3. Assess competency in English and, if needed, provide training in English language proficiency.

6.2.b Program Faculty

Academic and Student Affairs Handbook:

Section 4.10

[BOR Academic and Student Affairs Handbook 4.10: Faculty Overloads and Instructional Staff Responsibilities](#)

Faculty Overloads

Under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities at their home institution. Whenever possible in this situation, institutions should consider adjusting the individual's primary duties to incorporate the extra duties associated with the overload(s). If it is determined that a workload adjustment cannot be made, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities. A contract modification should also be done when faculty are involved in joint staffing agreements that warrant additional compensation at another USG institution (see Section 5.3.3 in the Business Procedures Manual).

Contract modifications should be done using the [USG Contract Addendum for Temporary Overload Compensation](#). Because overloads involve a modification to a faculty member's original contract, Section 5.3.2 of the Business Procedures Manual on Extra Compensation does not apply to faculty overloads.

When full-time exempt professional (i.e., non-contract) employees with the appropriate qualifications take on additional responsibilities, institutions should consider adjusting the staff member's duties to incorporate the extra responsibilities associated with teaching. When workload adjustments cannot be made, the institution's president should determine if extra compensation is warranted for the overload(s). When extra compensation is to be paid to non-contract employees, it should be consistent with Section 5.3.2 of the Business Procedures Manual on Extra Compensation.

6.3 Faculty Appointment and Evaluation

Board of Regents Policy:

8.3.1.1

8.3.5.1

[BOR Policy 8.3.1.1: Recruitment and Appointment](#)

Each University System of Georgia (USG) institution shall publish comprehensive, clearly stated, written policies and procedures for the recruitment and appointment of faculty members. These policies and procedures shall conform to guidelines promulgated by the USG Chief Academic Officer and the USG Human Resources Administrative Practices Manual (HRAP).

[BOR Policy 8.3.5.1: Evaluation of Personnel; Faculty](#)

Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member's annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations.

Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member's professional development. In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual's major responsibilities lie.

Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching. The institution shall develop pre-tenure review policies, as well as any subsequent revisions.

Academic and Student Affairs Handbook:

Section 4.4
Section 4.5
Section 4.5.1
Section 4.6
Section 4.7
Section 4.7.1

[BOR Academic and Student Affairs Handbook 4.4: Award of Tenure](#)

All criteria and expectations for faculty performance, including the criteria for tenure, should be stated in writing and available in a faculty handbook posted on an institution's website. Note that the BOR has set minimum criteria for tenure that must be met by all institutions. These minimum criteria, including specific degree requirements, vary across institutional sectors (see [BOR policy 8.3.7](#)).

Institutions can set additional standards and requirements above these minimum criteria, but they must be approved by the Board. Any BOR-approved changes to tenure criteria at an institution must be updated annually in the faculty handbook on the institution's website, and a summary of the changes made must be submitted to the Assistant Vice Chancellor for Faculty Affairs.

The institutional timeline for the review of faculty for tenure must be completed by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents. A copy of the president's written notification of the award of tenure to an individual must be forwarded to the University System Executive Vice Chancellor and Chief Academic Officer.

In exceptional cases, an institution president may grant the award of tenure upon initial appointment of a faculty member (see [BOR Policy 8.3.7](#) for conditions necessary to justify the award of tenure on appointment). The Chancellor's approval is required to award an individual who has not previously held tenure and is being appointed to an administrative position.

Institutions must annually submit the number of tenure appointments awarded in a fiscal year. Reports should include gender and race of all such appointments and must be submitted to the Assistant Vice Chancellor for Faculty Affairs by June 30 of each year.

[BOR Academic and Student Affairs Handbook 4.5: Award of Promotion](#)

All criteria and expectations for faculty performance, including the criteria for promotion to each rank, should be stated in writing and available in a faculty handbook posted on an institution's website. The BOR has set minimum criteria for promotion that must be met by all institutions. These minimum criteria, including specific degree requirements, vary across institutional sectors (see [BoR Policy 8.3.6](#)). Institutions can set additional standards and requirements above these minimum criteria but they must be approved by the

Board. Any BOR-approved changes to promotion criteria at an institution must be updated annually in the faculty handbook on the institution's website and a summary of the changes made must be submitted to the Office of Academic Affairs.

The institutional timeline for the review of faculty for promotion must be completed by early February of a given academic year in order to meet the data entry deadline of the end of February for the annual report to the Board of Regents.

Faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. At state universities and state colleges, "early" promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

At research and comprehensive universities, faculty may be considered for "early" promotion with less than the required minimum years of service in rank listed above. However, these cases require strong justification and approval by the president.

[BOR Academic and Student Affairs Handbook 4.5.1: Probationary Credit towards Promotion](#)

At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years of probationary credit at initial faculty appointments. Such awards require approval by the president and written notification to the USG Chief Academic Officer. Individuals serving in part-time, temporary, or limited term positions are not eligible for probationary credit towards promotion. Without the approval of the President, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion.

[BOR Academic and Student Affairs Handbook 4.6: Post-Tenure Review](#)

The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to system institutions. Post-tenure review is one of several types of faculty performance reviews (e.g., annual, promotion, and tenure reviews) and is intended to provide a longer term perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career.

With the exception of tenured administrators whose majority of duties are administrative, all tenured faculty will be reviewed. Each faculty member must be assessed five years after the most recent promotion or personnel action, and reviews will continue at five-year intervals unless interrupted by a further review for promotion.

Specific written post-tenure criteria and procedures must be stated in writing and available in a faculty handbook on an institution's website.

The review should focus on the faculty member's accomplishments, research agenda (where applicable), teaching program, and service contributions, relating these to the stated expectations for performance developed by the institution. The results of post-tenure reviews must be linked to rewards and professional development. Faculty members who are performing at a high level should receive recognition for their achievements. Each institution will prescribe how the results of the review will be related to merit pay increases, and study and research leave opportunities.

When deficiencies are identified, the faculty member's supervisor(s) and faculty member will work together to develop a formal plan for faculty development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy. If, after three years, the faculty member has not been successful with remedying the identified deficiencies, he or she may be subject to dismissal for cause (regular, independent dismissal processes will apply).

[BOR Academic and Student Affairs Handbook 4.7: Evaluation of Faculty](#)

Each institution is responsible for establishing definite and stated criteria for faculty performance that are consistent with Regents' policies and the statutes of the institution. These criteria must be stated in writing and available in a faculty handbook posted on an institution's website. All changes to these performance criteria must be updated in the faculty handbook in a timely fashion. At a minimum, faculty evaluation systems must include the following:

- Annual reviews (for faculty and senior administrators)
- Pre-tenure progress reviews for faculty in their third year

- Reviews of graduate teaching and laboratory assistants
- Subordinate (one level down) reviews of senior administrators at least once every five years
- Tenure reviews
- Promotion reviews
- Post-tenure reviews

The following steps should be made a part of all faculty evaluation systems:

- The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation.
- The faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation.
- The faculty member will be given a specific period of time (e.g., 10 working days) to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
- The immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgement will also become a part of the records.

[BOR Academic and Student Affairs Handbook 4.7.1: Renewal and Nonrenewal of Contracts of Non-tenured Faculty](#)

As of October 15, 2008, institutions are no longer required to provide written notice of renewal of contract to non-tenured faculty with the rank of instructor, assistant professor, associate professor, or professor. Faculty with the rank of instructor, assistant professor, associate professor, or professor, who are employed under written contract, and who served full-time for the entire previous year, have the presumption of renewal for the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew.

Procedures to be followed when a non-tenured faculty member's contract is not renewed are specified in [BOR Policy 8.3.4](#). Deadlines for notice of nonrenewal vary depending on the length of service of the non-tenured faculty member. The Attorney General advises USG institutions not to give reasons for nonrenewal of contracts to the faculty member.

[Sample form letters](#) are provided for use in the following circumstances:

1. [Sample Letter 1](#). The President issues a letter to his/her designated representative authorizing him/her to notify non-tenured faculty that no new contract will be offered. This form must be used whenever someone other than the President gives notice of nonrenewal.
2. [Sample Letter 2](#). The President's designated representative issues a letter to the non-tenured faculty member notifying him/her that no new contract will be offered.
3. [Sample Letter 3](#). The President issues a letter directly to the non-tenured faculty member notifying him/her that no new contract will be offered. (This form may be used by the President regardless of whether authorization for nonrenewal has been given to anyone.)

WARNING: A letter similar to Sample Letter 1 must be used whenever the President's representative issues the notice of nonrenewal. Some courts have held that in the absence of specific written authorization from the President, the notice of nonrenewal is deficient and subjects the sender to damages.

Also, the courts have held that a "conditional" notice of nonrenewal is not sufficient. For example, nonrenewals may not be conditioned on some future eventuality such as promotion, tenure, vacancies, etc.

6.4 Academic Freedom

Board of Regents Policy:

3.2.3.1
8.2.18.1

[BOR Policy 3.2.3.1: University System of Georgia Faculty Council](#)

The University System of Georgia Faculty Council (USGFC) shall provide a faculty voice on academic and educational matters and Board of Regents' policies related to the profession, including but not limited to tenure and promotion, academic freedom, and post-tenure review. The USGFC shall be mindful and respectful of matters that are more appropriately handled at the institutional level but may make recommendations that have University System level impact or implications.

Membership of the USGFC shall be comprised of one voting representative from each USG institution who is a member of that institution's faculty and selected by a process determined by the faculty or faculty body of that institution. A copy of each institution's process to determine its USGFC representative shall be maintained at the institution level and provided to the University System Office upon demand. The organization and governance of the USGFC shall be implemented according to policies and procedures established by the membership of the USGFC in the USGFC by-laws in consultation with and approved by the Chancellor or the Chancellor's designee.

Nothing in this policy or the USGFC by-laws shall supersede the authority and responsibilities of institutional presidents provided by Board of Regents' Policy. With respect to matters specific to their institutions, institution presidents remain the official medium of communication between their institutional faculties and the Chancellor.

[BOR Policy 8.2.18.1: Personnel Conduct; Ethics Policy](#)

The University System of Georgia (USG) is committed to the highest ethical and professional standards of conduct in pursuit of its mission to create a more educated Georgia. Accomplishing this mission demands integrity, good judgment, and dedication to public service from all members of the USG community.

While the USG affirms each person's accountability for individual actions, it also recognizes that the shared mission and the shared enterprise of its institutions require a shared set of core values and ethical conduct to which each member of the USG community must be held accountable. Furthermore, the USG acknowledges that an organizational culture grounded in trust is essential to supporting these core values and ethical conduct.

The following Statement of Core Values and Code of Conduct are intended to build, maintain, and protect that trust, recognizing that each member of the USG community is responsible for doing his or her part by upholding the highest standards of competence and character.

8.2.18.1.1 Applicability

The USG Ethics Policy applies to all members of the USG community, which includes:

1. All members of the Board of Regents;
2. All individuals employed by, or acting on behalf of, the USG or one of the USG institutions, including volunteers, vendors, and contractors; and,
3. Members of the governing boards and employees of all cooperative organizations affiliated with the USG or one of its institutions.

Members of the Board of Regents and all individuals employed by the USG or one of its institutions in any capacity shall participate in USG Ethics Policy training, and shall certify compliance with the USG Ethics Policy on a periodic basis, as provided in the USG Business Procedures Manual. Cooperative organizations, vendors, and contractors shall certify compliance with the USG Ethics Policy by written agreement as provided in the [USG Business Procedures Manual](#).

The USG Ethics Policy governs only official conduct performed by or on behalf of the USG.

8.2.18.1.2 Statement of Core Values

Every member of the USG community is required to adhere to the USG Statement of Core Values – Integrity, Excellence, Accountability, and Respect – that form and guide the daily work of the organization.

1. **Integrity** – We will be honest, fair, impartial, and unbiased in our dealings both with and on behalf of the USG.
2. **Excellence** – We will perform our duties to foster a culture of excellence and high quality in everything we do.
3. **Accountability** – We firmly believe that education in the form of scholarship, research, teaching, service, and developing others is a public trust. We will live up to this trust through safeguarding our resources and being good stewards of the human, intellectual, physical, and fiscal resources given to our care.
4. **Respect** – We recognize the inherent dignity and rights of every person, and we will do our utmost to fulfill our resulting responsibility to treat each person with fairness, compassion, and decency.

8.2.18.1.3 Purpose of the Code of Conduct

The USG recognizes that each member of the USG community attempts to live by his or her own values, beliefs, and ethical decision-making processes. The purpose of the Code of Conduct is to guide members of the USG community in applying the underlying USG Statement of Core Values to the decisions and choices that are made in the course of everyday endeavors. Each USG institution must ensure that its institutional ethics policies are consistent with this USG Ethics policy.

8.2.18.1.4 Code of Conduct

We will:

1. Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service, and grants administration.
2. Act as good stewards of the resources and information entrusted to our care.
3. Perform assigned duties and professional responsibilities in such a manner so as to further the USG mission.
4. Treat fellow employees, students, and the public with dignity and respect.
5. Refrain from discriminating against, harassing, or threatening others.
6. Comply with all applicable laws, rules, regulations, and professional standards.
7. Respect the intellectual property rights of others.
8. Avoid improper political activities as defined in law and Board of Regents Policy.
9. Protect human health and safety and the environment in all USG operations and activities.
10. Report wrongdoing to the proper authorities, refrain from retaliating against those who do report violations, and cooperate fully with authorized investigations.
11. Disclose and avoid improper conflicts of interest.
12. Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents' policy.
13. Not use our position or authority improperly to advance the interests of a friend or relative.

6.5 Faculty Development

Board of Regents Policy:

8.2.15

8.3.13

[BOR Policy 8.2.15: Career Development](#)

The Board of Regents is committed to the continued professional growth and development of University System of Georgia (USG) personnel. Faculty, staff, and administrators are encouraged to participate in development activities and study. Career development opportunities may include, but are not limited to, the following:

1. Tuition Assistance Program;
2. Courses offered through Continuing Education;
3. Courses offered through a Technical College System of Georgia (TCSG) institution;
4. External professional programs and conferences; and,
5. System-wide or institution faculty and staff professional development programs.

Each USG institution shall commit an appropriate amount of funds for faculty and staff development, which will be matched by state appropriated funds to the extent that funds are available.

[BOR Policy 8.3.13: Faculty Development](#)

Each University System of Georgia institution shall maintain a campus-wide professional growth and development program that supports the continuous improvement of all faculty in their roles as teachers, scholars, researchers, and professionals engaged in service to the institution, the community, and the profession. Each institution's program must be aligned with the institution's mission, key initiatives, and strategic plan and must cultivate and sustain a culture in which faculty professional development is valued and pervasive.

The program should specify how faculty development is incorporated into each area of faculty performance evaluations and should be grounded in best practices for faculty development to inform faculty of opportunities, empower them to stay current, and reward them for enhancing their skills. The program should be goal-driven, include a mechanism to evaluate its effectiveness, and explain how the information gathered will be used to enhance faculty development. Programs must be endorsed by the appropriate faculty governance process and the institution's President.

7.1 Institutional Planning

Board of Regents Policy:

2.8

2.9

3.6.3

[BOR Policy 2.8: Institutional Mission](#)

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degrees can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

[BOR Policy 2.9: Institutional Effectiveness: Planning and Assessment](#)

Each University System of Georgia (USG) institution shall have a strategic planning process that maintains a current strategic plan in which institutional priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff of each institution shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented.

In addition, each institution shall have a formal process by which systematic assessment of institutional effectiveness is conducted and the results of assessments are used to achieve institutional improvement. Assessment processes may differ from institution to institution, but each institution shall assess:

1. Basic academic skills at entry;
2. General education;
3. Degree programs; and,
4. Academic and administrative support programs and/or functions.

The faculty and staff of each institution shall be involved in developing assessment processes and included in the structure by which those processes are implemented and used for improvement.

Each institution shall link its substantive budget allocations and other major academic and administrative decisions to its planning and assessment processes to improve institutional effectiveness. In addition, institutional planning, assessment, and improvement processes are expected to contribute to the realization of the USG vision, mission, goals, and strategic initiatives.

A current copy of each institution's strategic plan shall be maintained in the University System Office. The plan will contain a description of the planning structure and process by which institutional priorities are set as well as the institution's current priorities and goals. The plan shall also describe the processes used for assessing and improving institutional effectiveness.

[BOR Policy 3.6.3: Comprehensive Academic Program Review](#)

Each USG institution shall conduct comprehensive academic program reviews for Career Associates, Associate degrees with a designated major, bachelor degrees and graduate degrees. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

Academic and Student Affairs Handbook:

Section 2.3.2.1

[BOR Academic and Student Affairs Handbook 2.3.2.1: Academic Program Forecast](#)

An annual report should be forwarded electronically to the Office of Academic Programs presenting an academic program forecast of potential new programs. All programs included in the forecast should be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. This forecast should only include programs the institution definitely plans to implement. Institutions are required to include new programs, existing programs if planning to evolve to an online teaching format that will exceed 50% online. Future online programs should also be included. New programs that are not part of the most current forecast may be forwarded to the BOR; however, submitting programs not included in the academic program forecast must be justified.

9.1 Program Content

Board of Regents Policy:

2.8

3.3.1

3.6.3

[BOR Policy 2.8: Institutional Mission](#)

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degrees can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

[BOR Policy 3.3.1: Core Curriculum](#)

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution’s core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution’s core curriculum are approved by the Council on General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015; March 2016)

[BOR Policy 3.6.3: Comprehensive Academic Program Review](#)

Each USG institution shall conduct comprehensive academic program reviews for Career Associates, Associate degrees with a designated major, bachelor degrees and graduate degrees. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

Academic and Student Affairs Handbook:

Section 2.3.2

[BOR Academic and Student Affairs Handbook 2.3.2: New Degree Programs Overview](#)

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

The Office of Academic Affairs in the University System Office will review new proposals using the guidelines at the following URL: http://www.usg.edu/academic_programs/new_programs/.

9.2 Program Length

Board of Regents Policy:

3.8.1

3.8.2.1

[BOR Policy 3.8.1: Degrees; General](#)

The faculty shall recommend to the president of the institution the candidates for degrees that the institution has been authorized by the Board to confer. A record of all degrees awarded shall be filed in the office of the Registrar of the institution conferring the degree.

Absent the approval of the USG chief academic officer, no degree program shall exceed the following credit hours, exclusive of physical education activity/basic health or orientation course hours that the institution may require:

1. Associate degrees shall consist of 60 credit hours
2. Bachelor's degrees shall consist of 120 credit hours
3. nexus degrees shall consist of 18 credit hours
4. Graduate degrees shall consist of 36 credit hours

[BOR Policy 3.8.2.1: Associate Degrees; Transfer Degrees](#)

Associate of Arts (A.A.) and Associate of Science (A.S.) degrees are primarily intended to be transfer degrees leading to the baccalaureate degree, although some provide students with a recognized two-year degree credential and employment opportunities upon graduation. All A.A. and A.S. degrees shall consist of 60 semester credit hours; 42 hours of the required core curriculum coursework as outlined in Board Policy, 18 hours of lower division requirements related to a bachelor's degree field of study (Area F), and do not include institutional requirements in physical education, activity, basic health, or orientation. Associate degrees beyond 60 credit hours require the approval of the USG chief academic officer.

Associate degrees with a major field of study are subject to USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study. Distinct transfer associate-level degree programs of study must have appropriate student

learning outcomes, must be assessed, must demonstrate continuous improvement based on assessment results, and may be advertised as available programs of study at the institution.

Academic and Student Affairs Handbook:

Section 2.3.1

Section 2.3.5

[BOR Academic and Student Affairs Handbook 2.3.1: Majors and Minors](#)

A record of all degrees offered by an individual institution shall be on file in the respective registrar's office and shall be listed in the USG's database of Degrees and Majors. A new degree, including external degrees, shall not be listed until it has been approved by the Board of Regents.

Major Programs

A baccalaureate degree must contain 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

All majors must be authorized by the Board of Regents.

Exceptions to degree semester hour requirements indicated above may be made only with approval of the Executive Vice Chancellor and Chief Academic Officer of the USG

Minor Programs

A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor. University System institutions are required to notify the Office of Academic Programs when a new minor is established. Notification will be provided using the minor notification form (http://www.usg.edu/academic_programs/changes/). Upon notification, minors will be listed on the Office of Academic Programs website. Changes in the name of a minor should also be sent to the Office of Academic Programs.

[BOR Academic and Student Affairs Handbook 2.3.5: Degree Requirements](#)

Associate Degrees

An associate degree must include a minimum of 60 semester hours.

Associate of Arts and Associate of Science transfer degrees have a maximum of 60 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) in allied health areas in designated fields. Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Associate of Applied Science degrees and Associate of Science career degrees in allied health and nursing have a maximum of 70 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). These degrees must contain a minimum of 20 semester hours of general education.

Exceptions to the maximum degree length requirements indicated above may be made only with the approval of the Executive Vice Chancellor and Chief Academic Officer of the USG.

Baccalaureate Degrees

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution's vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program. Likewise, changes above the minimum requirement for associate and master's degrees must be presented in the form of a request for waiver to degree-credit hour length with a rationale for such changes.

Master's Degrees

Master's degrees are established at a maximum of 36 semester hours. In some cases, the master's degree may require fewer than 36 hours but not contain fewer than 30 semester hours.

To offer a program above the 36-semester hour maximum, a request must be made to the Executive Vice Chancellor and Chief Academic Officer of the USG for approval.

9.3 General Education Requirements

Board of Regents Policy:

3.3.1

BOR Policy 3.3.1: Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours

Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution’s core curriculum are approved by the Council on General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015; March 2016)

Academic and Student Affairs Handbook:

Section 2.4.4

Section 2.4.6

[BOR Academic and Student Affairs Handbook 2.4.4: Details Regarding Areas A-F](#)

All courses in Areas A–E must be taught at the collegiate level and be broadly focused. They must clearly address the general education learning outcomes of the institution. They must be consistent with the USG’s mission and strategic plan.

Area A1 Communication Skills

If offered, ENGL 1101 and ENGL 1102 must be placed in this area. Other approved courses may be placed in this area. See [Section 2.4.6](#) for course approval rules.

Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Area A1 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.

Effective Fall 2012, the hour limit is lowered to 30 hours for freshmen entering the USG system Fall 2012 and thereafter.

Institutions are allowed to move to the 45/30 hour limits before they are required to do so. For students with Learning Support requirements in English, taking the required Learning Support course counts as making progress toward completing Area A1.

Area A2 Quantitative Skills

If offered, MATH 1001, MATH 1101, MATH 1111 and MATH 1113 must be placed in this area. MATH 1113 may also be placed in Area D. Other approved courses may be placed in this area. See [Section 2.4.6](#) for course approval rules.

Math Pathways for STEM students - For students majoring in mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education, pre-calculus must be the required mathematics course in Area A2 at all institutions. In this document, these majors are collectively referred to as “science programs.”

Institutions may require pre-calculus in Area A2 for majors in agricultural science and environmental science. While students may fulfill this requirement with a math course higher than pre-calculus, institutions may not require them to do so.

A calculus course is required in Area A2 for all engineering majors and for all programs at Georgia Institute of Technology. While students may fulfill this requirement with a math course higher than a first course in calculus, institutions may not require them to do so.

At institutions where trigonometry serves as an immediate prerequisite for Calculus I, the completion of trigonometry will be regarded as completion of pre-calculus in Area A2. Institutions do not need Council on General Education approval to designate a trigonometry course approved for Area A2 as satisfying the pre-calculus standard, but the course catalog and the institution’s listing of Area A2 courses on the Academic Programs website

(http://www.usg.edu/academic_programs/information/core_curriculum_requirements_for_usg_colleges_and_universities/) should indicate that the trigonometry course in Area A2 meets the pre-calculus requirement.

Math Pathways for non-STEM students - Students in programs other than the mathematics, science, technology, and engineering programs listed above may select from among MATH 1001 – Quantitative Reasoning, MATH 1101 – Introduction to Mathematical Modeling, or MATH 1111 - College Algebra.

Institutions may not require students in non-STEM programs to take a particular mathematics course from among MATH 1001, 1101, and 1111 unless this course appeared as a prerequisite for a program-required course in the institution's 2008-2009 catalog, or the institution has applied for and received permission to specify that students in certain degree programs be required to take particular courses with on Areas A – E (see 2.4.7, Exceptions 3 & 4 below).

The purpose of MATH 1111 - College Algebra is to prepare students for taking Pre-Calculus and Calculus. It is not an appropriate mathematics course for students whose programs of study will not require them to take a Calculus course. Students whose programs of study will not require them to take a Calculus course should be advised to take MATH 1001 or MATH 1101.

MATH 1401/STAT 1401 Elementary Statistics is an appropriate first or second math course for students in non-STEM pathways as well as for students in some STEM pathways. Most students who plan to take MATH 1401/STAT 1401 as their second math course should select MATH 1001 or 1101 as their Area A2 math course.

Symbolic logic and math for liberal arts may not be used as substitutions for Quantitative Reasoning, or Introduction to Mathematical Modeling, or College Algebra in Area A2.

Institutions or programs may grant one semester hour of credit for an Area A2 course to count in Area F or in the general degree requirements.

Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Area A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.

Effective Fall 2012, freshmen entering the USG system Fall 2012 and thereafter, the hour limit is lowered to 30 hours.

Institutions are allowed to move to the 45/30 hour limits before required to do so. For students with Learning Support requirements in mathematics, taking the required Learning Support course counts as making progress toward completing Area A2.

Area B Institutional Options

These courses must include analytical, historical, critical and/or appreciative material.

Area C Humanities, Fine Arts, and Ethics

These courses must include analytical, historical, critical, and/or appreciative material.

Area D Natural Science, Mathematics, and Technology

These courses must be introductory and broadly focused. They must be analytic in nature and have a problem-solving component.

Science programs must require two four-hour laboratory science courses in Area D.

Science programs may specify a higher level math course in Area D.

Given the importance of natural science, mathematics, and technology, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students' knowing less about the natural sciences, mathematics, and technology than under the current core.

An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.

Institutions may have Area D requirements specific to all science programs, but no science program may require that students take a particular science in Area D. See the rules on prerequisites below.

For example, institutions may not require that chemistry majors complete Area D with chemistry courses.

Creative writing and technical communication courses may not be included in Area D.

Institutions or programs may grant one semester hour of credit for an Area D course to count in Area F or in the general degree requirements.

Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology. The only biology courses that may be used to fulfill this requirement are Introductory Biology (designed for non-science majors) and Principles of Biology (designed for science majors). The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track. Health professions majors have the option of taking the Survey of Chemistry sequence or the sequence appropriate for science majors, but they may not fulfill their Area D requirements with chemistry courses designed for non-science majors.

Non-science majors may use the Survey of Chemistry sequence to fulfill the Area D requirements, but it may not be used to fulfill the science requirements for science majors not in the health professions.

Area E Social Sciences

These courses must include analytical, historical, critical and/or appreciative material. If course work is used to satisfy the U.S./Georgia history and constitutions requirements, these course(s) must be part of Area E.

Area F Lower-Division Major Requirements

This area must be composed exclusively of 1000/2000 level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels.

[BOR Academic and Student Affairs Handbook 2.4.6: Approval Procedures](#)

Each institution will first submit the courses proposed for Areas A–E to the relevant Academic Advisory Committee and then to the Council on General Education.

Courses previously approved for use in Area A–F at an institution do not require re-approval for use at that institution.

Learning outcomes and courses that are authorized for Area F must be established by the relevant Academic Advisory Committees. Institutions must follow these guidelines when making changes to Area F requirements for their degree programs. Therefore, no approval is needed for institutions to add individual courses to Area F. The respective Academic Advisory Committees must review their Area F guidelines and institutional offerings regularly to ensure institutional compliance with the Advisory Committee-approved guidelines. Advisory Committees will discuss perceived non-compliant Area Fs with the Chief Academic Officer of the impacted institution. If necessary, the matter will be referred to the USG Chief Academic Officer or another Academic Affairs Officer.

Academic Advisory Committees must follow the process described below when making changes to the learning outcomes and course guidelines for their respective Area Fs.

- The proposed changes to Area F guidelines must be approved by the respective Academic Advisory Committee and submitted for consideration by the General Education Council.
- Changes to Area F guidelines must be approved by the Council on General Education and submitted to the Regents Advisory Committee on Academic Affairs (RACAA).
- If approved by RACAA, the Area F changes will be submitted to the Assistant Vice Chancellor for Academic Programs for revision of the academic programs website and implementation in the review of new program proposals.

9.7 Program Requirements

Board of Regents Policy:

3.3.1

3.6.1

[BOR Policy 3.3.1: Core Curriculum](#)

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.

Each institution's core curriculum shall consist of 42 semester credit hours, with minimum credit hours in each area of the core as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours

Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution’s core curriculum are approved by the Council on General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

(BoR Minutes, October 2009, October 2014, October 2015; March 2016)

[BOR Policy 3.6.1: Creation of Academic Programs](#)

New degree programs to include nexus, associate, bachelor’s, master’s, and doctoral degrees shall not be added to curricula of a University System of Georgia (USG) institution unless recommended by the President of the institution and the Chancellor and approved by the Board of Regents.

USG institutions that offer programs that provide academic credit but award certificates, post-baccalaureate certificates, or post-graduate level certificates rather than degrees must notify the USG chief academic officer pursuant to guidelines set forth in the Academic and Student Affairs Handbook.

Academic and Student Affairs Handbook:

Section 2.3.1

Section 2.3.2

Section 2.3.5

Section 2.4.6

[BOR Academic and Student Affairs Handbook 2.3.1: Majors and Minors](#)

A record of all degrees offered by an individual institution shall be on file in the respective registrar's office and shall be listed in the USG's database of Degrees and Majors. A new degree, including external degrees, shall not be listed until it has been approved by the Board of Regents.

Major Programs

A baccalaureate degree must contain 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

All majors must be authorized by the Board of Regents.

Exceptions to degree semester hour requirements indicated above may be made only with approval of the Executive Vice Chancellor and Chief Academic Officer of the USG

Minor Programs

A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor. University System institutions are required to notify the Office of Academic Programs when a new minor is established. Notification will be provided using the minor notification form (http://www.usg.edu/academic_programs/changes/). Upon notification, minors will be listed on the Office of Academic Programs website. Changes in the name of a minor should also be sent to the Office of Academic Programs.

[BOR Academic and Student Affairs Handbook 2.3.2: New Degree Programs Overview](#)

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

The Office of Academic Affairs in the University System Office will review new proposals using the guidelines at the following URL: http://www.usg.edu/academic_programs/new_programs/.

[BOR Academic and Student Affairs Handbook 2.3.5: Degree Requirements](#)

Associate Degrees

An associate degree must include a minimum of 60 semester hours.

Associate of Arts and Associate of Science transfer degrees have a maximum of 60 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) in allied health areas in designated fields. Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Associate of Applied Science degrees and Associate of Science career degrees in allied health and nursing have a maximum of 70 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). These degrees must contain a minimum of 20 semester hours of general education.

Exceptions to the maximum degree length requirements indicated above may be made only with the approval of the Executive Vice Chancellor and Chief Academic Officer of the USG.

Baccalaureate Degrees

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution's vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program. Likewise, changes above the minimum requirement for associate and master's degrees must be presented in the form of a request for waiver to degree-credit hour length with a rationale for such changes.

Master's Degrees

Master's degrees are established at a maximum of 36 semester hours. In some cases, the master's degree may require fewer than 36 hours but not contain fewer than 30 semester hours.

To offer a program above the 36-semester hour maximum, a request must be made to the Executive Vice Chancellor and Chief Academic Officer of the USG for approval.

[BOR Academic and Student Affairs Handbook 2.4.6: Approval Procedures](#)

Each institution will first submit the courses proposed for Areas A–E to the relevant Academic Advisory Committee and then to the Council on General Education.

Courses previously approved for use in Area A–F at an institution do not require re-approval for use at that institution.

Learning outcomes and courses that are authorized for Area F must be established by the relevant Academic Advisory Committees. Institutions must follow these guidelines when making changes to Area F requirements for their degree programs. Therefore, no approval is needed for institutions to add individual courses to Area F. The respective Academic Advisory Committees must review their Area F guidelines and institutional offerings regularly to ensure institutional compliance with the Advisory Committee-approved guidelines. Advisory Committees will discuss perceived non-compliant Area Fs with the Chief Academic Officer of the impacted institution. If necessary, the matter will be referred to the USG Chief Academic Officer or another Academic Affairs Officer.

Academic Advisory Committees must follow the process described below when making changes to the learning outcomes and course guidelines for their respective Area Fs.

- The proposed changes to Area F guidelines must be approved by the respective Academic Advisory Committee and submitted for consideration by the General Education Council.
- Changes to Area F guidelines must be approved by the Council on General Education and submitted to the Regents Advisory Committee on Academic Affairs (RACAA).
- If approved by RACAA, the Area F changes will be submitted to the Assistant Vice Chancellor for Academic Programs for revision of the academic programs website and implementation in the review of new program proposals.

10.1 Academic Policies

Board of Regents Policy:

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[BOR Policy 2.6.1: Executive Head of Institution](#)

The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

[BOR Policy 3.1: General Policy on Academic Affairs](#)

The Chancellor, the University System Office of Academic Affairs and the University System of Georgia (USG) presidents, their administrative officers and faculties shall develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficient operations and the advancement of learning.

Proper functions of the academic authorities include the following:

1. Prescribing the teaching load to be carried by each member of the faculty;
2. Determining the maximum and minimum number of students permitted in a class; and,
3. Defining the nature and form of academic records to be kept concerning members of the faculties and administrative personnel.

Each USG institution president and his or her administrative officers, faculty, and staff shall promote effective higher education and efficient service having in view resources available to the institution. USG academic authorities shall choose the appropriate ways and means that are best adapted to achieve the ends desired. The Board of Regents will hold institutions accountable for their results.

Each institution must maintain accreditation by the Southern Association of Colleges and Schools Commission on Colleges and ensure that all programs requiring accreditation by law, regulation, or Board of Regents' Policy are appropriately accredited.

Academic and Student Affairs Handbook:

Section 2.0

[BOR Academic and Student Affairs Handbook 2.0: Academic Programs](#)

Introduction

Academic programs of the USG are administered under broad Board policies that grant considerable authority and responsibility to the presidents and faculty of USG institutions. However, some actions require administrative authorization or approval by the Board of Regents, the Chancellor, or a University System Office. See [Reference for Types of Approval and Notification of Academic and Related Matters](#) for types of approvals and notifications needed for various actions.

This section provides additional information about the following:

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10.2 Public Information

Board of Regents Policy:

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7.3.1

7.3.5

[BOR Policy 3.4: Academic Calendar](#)

3.4.1 Semester System

All University System of Georgia (USG) institutions shall operate on the semester system.

3.4.2 Uniform Academic Calendar

The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations.

All USG institutions, with the exception of Medical School and Dental School at Augusta University and the College of Veterinary Medicine and School of Law at the University of Georgia, shall begin and end classes for fall semester and spring semester within the prescribed periods set forth in the Academic & Student Affairs Handbook. Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one day.

The President of a USG institution or his or her designee has the authority to set the Academic Calendar for the institution within the parameters of this policy. Requests for exceptions to this policy must be submitted in writing by the President of the institution and approved in writing by the USG Chief Academic Officer.

3.4.3 Religious Holidays

Each USG institution shall establish a process for evaluating requests for leave to observe religious holidays.

3.4.4 Instructional Time

A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

[BOR Policy 3.5: Grading System](#)

3.5.1 Grade Point Average

All University System of Georgia (USG) institutions shall be on a 4.00 grade point average (GPA) system, calculated to and truncated at two significant digits.

3.5.1.1 Grades Approved in Determining the Grade Point Average

The following grades are approved for use in institutions in the determination of the Grade Point Average:

Grade	Grade Point Average
A	Excellent (4.00)
B	Good (3.00)
C	Satisfactory (2.00)
D	Passing (1.00)
F	Failure (0.00)
WF	Withdrew failing (0.00)

The University of Georgia and Georgia State University shall be on the following grade point average system, calculated to and truncated at two significant digits, with the following numeric equivalents.

Grade	Grade Point Average
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D	1.00
F	0.00

In addition, Georgia State University will be allowed to use an A+ designation, with the equivalent numerical value of a 4.30. The University of Georgia and Georgia State University shall not use plus/minus grades in the calculation of the HOPE Scholarship grade point average.

3.5.1.2 Cumulative Grade Point Average

The cumulative grade point average in each USG institution will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F, or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average.

Other averages may be computed by each institution for internal uses as may be required.

3.5.2 Symbols Not Included in Determining the Grade Point Average

The following symbols are approved for use by USG institutions in the cases indicated, but shall not be included in the determination of the GPA:

“I” indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. The requirements for removal of an “I” are left to the respective institutions. However, if an “I” is not satisfactorily removed after three academic terms of residence, the symbol “I” will be changed to the grade “F” by the appropriate official.

“IP” indicates that credit has not been given in courses that require a “CP” continuation of work beyond the term for which the student signed up for the course. This symbol cannot be substituted for an “I.”

“K” indicates that a student was given credit for the course via a credit by examination program approved by the respective institution’s faculty (e.g., CLEP, AP, Proficiency). “K” credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed.

“S” indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval.

“U” indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval.

“V” indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.

“W” indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.

“WM” indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds as provided in Board Policy. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

3.5.3 Grade Point Average Upon Academic Renewal

Undergraduate students who are either returning to a University System of Georgia (USG) institution or are transferring to a USG institution may be eligible for Academic Renewal, which signals the initiation of a new grade point average to be used for determining academic standing. This provision allows USG degree-seeking students who experienced earlier academic difficulty to make a fresh start and have one final opportunity to earn an associate or bachelor's degree.

[BOR Policy 7.3.1: Tuition](#)

7.3.1 Tuition

7.3.1.1 Definitions

Tuition

“Tuition” is defined as payment required for credit-based instruction and related services and shall be charged to all students. Tuition rates for all University System of Georgia (USG) institutions and programs shall be approved annually no later than the May meeting by the Board of Regents to become effective the following fall semester. Exceptions to this requirement may be granted upon recommendation of the Chancellor and approval by the Board of Regents.

Tuition for undergraduate students enrolled at a USG institution shall be charged at the full rate for students enrolled for 15 credit hours or more, and at a per credit hour rate for students enrolled for less than 15 credit hours. Graduate tuition will be charged at the full rate for students enrolled for 12 credit hours, and at a per credit hour rate for students enrolled for less than 12 credit hours. Distance education courses and programs as defined in [Section 7.3.1.4](#) of this Policy Manual may be exempted from this policy and charged on a per credit hour basis.

Further, a “finish-in-four” tuition model that provides for a flat tuition based on 15 hours a semester will be charged at University of Georgia, Georgia Institute of Technology, and Georgia College and State University for all undergraduate students taking in excess of six hours, to encourage students to graduate in four years. Students taking six hours or fewer will pay a flat rate that will be lower than the 15-hour rate.

A “finish-in-four” tuition model that provides for a flat tuition based on 15 hours a semester will be charged at Augusta University for all undergraduate students taking ten hours or more. Students enrolled at Augusta University taking less than ten hours will continue to be charged tuition on a per-credit-hour basis.

Students enrolled during the summer semester at Augusta University, Georgia College and State University, Georgia Institute of Technology, and the University of Georgia will be charged tuition on a per-credit-hour basis during the summer semester.

In-State Tuition

“In-State Tuition” is defined as the rate paid by students who meet the residency status requirements as provided in [Section 4.3](#) of this Policy Manual.

Out-of-State Tuition

“Out-of-State Tuition” is defined as the rate paid by students who do not meet the residency status requirements as provided in [Section 4.3](#) of this Policy Manual. Out-of-state tuition at all USG institutions shall be established by the Board, taking into consideration: out-of-state tuition rates of peer or comparable institutions and the full cost of instruction. The annual increase in the out-of-state tuition amount must be at least equal to the dollar increase amount in in-state tuition.

Semester

“Semester” is defined for the purposes of this section as the standard term of instruction for each USG institution for fall, spring, and summer. The summer semester shall be defined as the combined terms of instruction provided by USG institutions that begin after the completion of the spring semester and end prior to the start of the fall semester.

7.3.1.2 Graduate Tuition

USG institutions that offer graduate programs may request Board approval for graduate tuition rates as follows:

1. Effective for the fall semester 2007, each institution that offers graduate programs shall request a “core” graduate tuition rate that shall apply to all graduate courses and programs, based on market comparators for in-state and out-of-state tuition (BoR Minutes, June 2009).
2. Each institution may request separate graduate tuition rates for specialized programs, subject to the provisions of [Section 7.3.1.3 of this policy manual](#).

The regular graduate tuition rates normally shall be charged to all graduate students. However, where a graduate student is classified as a research, teaching, or graduate assistant, the institution may waive all or part of the graduate tuition and/or waive the differential between in-state and out-of-state graduate tuition. A registration fee of no less than \$25 shall be charged to all students for whom a full waiver is provided. (BoR Minutes, Oct. 2006)

7.3.1.3 Professional Program Tuition

Board approval shall be required for in-state and out-of-state differential tuition rates for nationally competitive graduate and professional programs, as deemed appropriate by the institution based upon the academic marketplace and the tuition charged by peer institutions with similar missions (BoR Minutes, June 2009).

An institution seeking such approval from the Board shall provide the Board with an impact analysis and a plan for enhancing the quality of the program.

The professional program tuition rates normally shall be charged to all program students. However, the institution, on a degree program basis, may waive the graduate tuition in accordance with such policies noted or limit the waiver to the amount associated with the regular graduate tuition where a graduate student is:

1. Classified as a graduate assistant under [Section 7.3.1.2 of this Policy Manual](#); or,
2. Eligible for an out-of-state tuition waiver under [Section 7.3.4.1 of this Policy Manual](#).

(BoR Minutes, June 2005)

7.3.1.4 Tuition for Distance Learning Courses and Programs

Board approval is required to charge special tuition rates for distance education courses and programs. For purposes of this policy, distance learning courses and programs that qualify for a special distance learning tuition rate shall be defined by the Board Treasurer, Chief Fiscal Officer. (BoR Minutes, Jan. 2017)

7.3.1.5 Tuition Agreements with Corporations, Organizations, and Other Legal Entities

USG institutions may enter into agreements with “customers,” defined as corporations, organizations, agencies, or other legal entities, for the delivery of credit courses and programs. These agreements enhance relationships between the USG, local businesses, students, and faculty by allowing course delivery to be tailored to meet the needs of the customers and their employees or members so that students receive skills that are aligned with the needs of the customer and providing flexibility with respect to the location of the course delivery.

The course and program delivery shall be restricted to employees or members of the customer group and their dependents, except upon agreement between the institution and the customer to permit non-members or non-employees to enroll in courses or programs on a space-available basis. Participating students are required to meet the minimum requirements for admission to the institution.

The amount institutions may charge for the course and program delivery shall be agreed upon between the institution and the customer and shall represent the reasonable and fair market value of the instruction, provided that the charges are not less than the total direct and indirect costs to the institution for the delivery of instruction and related services. Such costs may include, but are not limited to, course development, direct instruction, textbooks, consumables, non-instructional services, hardware, software, and indirect costs such as administrative overhead, maintenance, and security. Additionally, the amount charged must reflect all required mandatory fees to include, at a minimum, the Technology and, if in effect, the Special Institutional mandatory student fees.

The charges agreed upon between the institution and the customer shall be assessed to the customer on a per-seat, per-student, or per-agreement (flat-rate) basis to be levied and collected in either of the following manners as applicable:

1. The institution may directly charge and collect all agreed-upon tuition and other charges from the customer; or

2. The institution may directly charge and collect all agreed-upon tuition and other charges from a customer's participating employees in instances where the customer's internal policy requires its employees to pay tuition and all other charges directly to an institution in order for the employee to be eligible for possible future reimbursement by the customer.

In all cases, the collection of agreed-upon tuition and other charges must be in accordance with Board Policy 7.3.3, Tuition and Fee Payment and Deferral. The Chancellor or USG chief fiscal officer may require USG institutions to provide reports regarding these agreements.

7.3.1.6 Tuition for Georgia's "Dual Enrollment" Program

Tuition for high school students participating in Georgia's "Dual Enrollment" program shall be charged on a per-credit-hour basis at all institutions. Institutions are to accept the amount reimbursed by the Georgia Student Finance Authority (GSFA) for Dual Enrollment tuition charges as full payment. Any tuition amount for Dual Enrollment not covered by the GSFA reimbursement shall be waived.

[BOR Policy 7.3.5: Refunds](#)

The policy for determining refunds to be made on institutional charges and other mandatory fees and elective fees and special charges (non-mandatory fees) at USG institutions, except for those institutions for which special refund policies have been approved by the Board of Regents follows the "institutional refunds" procedures, as defined in the 1998 Amendments to the Higher Education Act of 1965, P.L. 105-244, TITLE IV—STUDENT ASSISTANCE, PART G—GENERAL PROVISIONS, SEC. 485.

Tuition and fees awarded by scholarship or grant from an agency or authority of the State of Georgia on behalf of a student receiving a refund under this policy shall be reimbursed to such agency or authority.

The Chancellor is authorized and empowered to take or cause to be taken any and all such other and further action as, in the judgment of the Chancellor, may be necessary, proper, convenient or required in connection with the execution of this policy. Such authority may be further delegated to the President of the institution.

USG institution presidents are authorized and empowered to take or cause to be taken any and all such other and further action as may be necessary, proper, convenient, or required in connection with the execution of this policy.

7.3.5.1 Students Withdrawing from an Institution

The refund amount for students withdrawing from an institution shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence.

The unearned portion shall be refunded up to the point in time that the amount earned equals 60 percent. Students who withdraw from the institution when the calculated percentage of completion is greater than 60 percent are not entitled to a refund of any portion of institutional charges.

7.3.5.2 Death of a Student

A refund of all nonresident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

7.3.5.3 Military Service Refunds

Subject to institutional policies, full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are:

1. Military reservists (including members of the National Guard) who, after having enrolled in a USG institution and paid tuition and fees, receive orders to active duty or are reassigned for temporary duty or mandatory training that prevents completion of the term;
2. Commissioned officers of the United States Public Health Service Commissioned Corps (PHSCC) who receive deployment orders in response to a public health crisis or national emergency after having enrolled in a USG institution and paid tuition and fees;
3. Active duty military personnel who, after having enrolled in a USG institution and paid fees, receive reassignment or a temporary duty assignment or a training assignment that would prevent completion of the term; or,
4. Otherwise unusually and detrimentally affected by the activation of members of the reserve components or the deployment of active duty personnel of the Armed Forces of the United States who demonstrate a need for exceptional equitable relief.

Academic and Student Affairs Handbook:

Section 2.3.2

Section 2.3.3

Section 2.3.5

Section 2.4.5

[BOR Academic and Student Affairs Handbook 2.3.2: New Academic Programs](#)

New Degree Programs Overview

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

[BOR Academic and Student Affairs Handbook 2.3.3: Deactivation and Termination of Academic Programs](#)

When applied to educational programs, the terms "termination" and "discontinuation" refer to the same action. Termination means that the institution is no longer authorized to offer the program. Termination requires Board approval, and subsequent reinstatement must be handled as submission of a proposal for a new program.

When applied to educational programs, the terms "temporary suspension" and "deactivation," refer to the same action. Presidents can temporarily suspend a program for a period not to exceed two academic years, without obtaining Board approval, and may subsequently reinstate the program within that period.

However, the President of the institution should advise the Executive Vice Chancellor and Chief Academic Officer of the USG or the Assistant Vice Chancellor for Academic Programs of such actions. If the suspension has not been (or will not be) lifted (i.e., the program has not been reactivated) by the end of the second academic year, the president should take action to terminate the program. The institution's Office of Academic Affairs will submit a request to terminate an academic program with the following information:

- Termination date to coincide with the a regularly scheduled Board meeting
- Confirmation that no students are currently matriculating through the program or confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options

- Confirmation that termination of the program will not have an adverse impact on tenured and non-tenured faculty or students
- Rationale for terminating the program
- Length of time that the program was in a deactivated status, if at all, before requesting action to terminate

A suspended program remains an authorized program at the institution, but new students are no longer permitted to enroll. Suspended programs should not be listed in the college catalog but will remain in the Degrees and Majors inventory of the Board with a notation that they are on a deactivated status.

[BOR Academic and Student Affairs Handbook 2.3.5: Degree Requirements](#)

Associate Degrees

An associate degree must include a minimum of 60 semester hours.

Associate of Arts and Associate of Science transfer degrees have a maximum of 60 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) in allied health areas in designated fields. Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Associate of Applied Science degrees and Associate of Science career degrees in allied health and nursing have a maximum of 70 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). These degrees must contain a minimum of 20 semester hours of general education.

Exceptions to the maximum degree length requirements indicated above may be made only with the approval of the Executive Vice Chancellor and Chief Academic Officer of the USG.

Baccalaureate Degrees

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution's vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program. Likewise, changes above the minimum requirement for associate and master's degrees must be presented in the form of a request for waiver to degree-credit hour length with a rationale for such changes.

Master's Degrees

Master's degrees are established at a maximum of 36 semester hours. In some cases, the master's degree may require fewer than 36 hours but not contain fewer than 30 semester hours.

To offer a program above the 36-semester hour maximum, a request must be made to the Executive Vice Chancellor and Chief Academic Officer of the USG for approval.

[BOR Academic and Student Affairs Handbook 2.4.5: Rules Regarding Inclusion in Areas A-F](#)

Every institution must offer a path to completing all Area A–E requirements composed exclusively of 1000 and 2000 level courses. Other approved 3000 and 4000 level courses may also be placed in Areas A–E. See [Section 2.4.6](#) for course approval rules.

Physical education activity/basic health requirements may not be placed in Areas A–F. Up to four hours of physical education activity/basic health courses may be required outside of Areas A–F in excess of the maximum number of hours indicated for undergraduate degrees. Offerings in physical education/health in excess of the maximum number of hours indicated for undergraduate degrees must be limited to activity, basic health information, first aid, CPR, and safety courses. Transferring students taking physical education/basic health hours at one institution may not be required to duplicate these hours at the receiving institution.

Orientation courses may not be placed in Areas A–F. Up to four hours of orientation courses may be required outside of Areas A–F in excess of the maximum number of hours indicated for undergraduate degrees. Transferring students taking orientation hours at one institution may be required to take additional orientation hours (outside the maximum hours indicated for the undergraduate degree) at the receiving institution.

Courses with a primary emphasis on studio, performance, field study, or internship may not be placed in Areas A–E.

Institutions may decide that the first course in a foreign language falls outside of the maximum number of hours indicated for undergraduate degrees and/or outside of Areas A–F. Institutions that decide that the first course in a foreign language falls outside of the maximum number of hours are not required to grant transfer credit for such courses but may do so if they wish.

Courses in Areas A–F may not carry a fraction of a semester hour of credit.

Except as required by accrediting agencies, core curriculum credits do not have an expiration date.

Institutions may not permit the completion of any course to fulfill requirements in more than one Area A–F. Where the same course is authorized in more than one Area A–F, the student completing the course to meet the requirements of one area must take another course in the second area to meet the requirements of the second area.

10.4 Academic Governance

Board of Regents Policy:

3.2.3

3.6.3

[BOR Policy 3.2.3: Faculty Meetings, Rules, and Regulations](#)

The faculty council, senate, assembly, or other comparable governance body at all USG institutions shall meet and shall appoint a secretary who shall keep a record of the proceedings. All meetings should comply with all applicable laws and regulations, including the Georgia Open Records Act and Georgia Open Meetings Act.

The faculty or the council, senate, assembly, or other comparable faculty governance body at an USG institution, shall, subject to the approval of the President of the institution:

1. Make statutes, rules, and regulations for its governance;
2. Provide committees as may be required;
3. Make statutes, rules, and regulations for students regarding admission, suspension, expulsion, classes, courses of study, the learning environment, and requirements for graduation; and,
4. Make regulations necessary or proper for the maintenance of high educational standards.

A copy of each institution's statutes, rules, and regulations made by the faculty shall be filed with the Chancellor and shall be published, implemented, and disseminated in accordance with SACSCOC regulations. The faculty shall have primary responsibility for those aspects of student life that relate to the educational process, subject to the approval of the President of the institution.

[BOR Policy 3.6.3: Comprehensive Academic Program Review](#)

Each USG institution shall conduct comprehensive academic program reviews for Career Associates, Associate degrees with a designated major, bachelor degrees and graduate degrees. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic

program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution's strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

Academic and Student Affairs Handbook:

Section 2.3.2

[BOR Academic and Student Affairs Handbook 2.3.2: New Academic Programs](#)

New Degree Programs Overview

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

10.5 Admissions Policies and Practices

Board of Regents Policy:

2.8

4.2.1.1

4.2.1.3

4.2.1.5

4.2.1.8

4.2.1.9

[BOR Policy 2.8: Institutional Mission](#)

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degrees can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

[BOR Policy 4.2.1.1: Freshman Requirements](#)

Freshman Requirements apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit. Students with fewer than 30 semester hours of transferable postsecondary credit must meet the Freshman Requirements at the institution to which they are transferring.

Students applying for freshman admissions to a USG institution must meet the following criteria and additional guidelines as set forth in the [Academic & Student Affairs Handbook](#).

Academic Record

Applicants from a public school regulated by a school system and state department of education or a high school holding accreditation from an approved accrediting body must have graduated from the school and completed the USG's Required High School Curriculum (RHSC).

Applicants graduating from non-accredited homeschools or high schools must meet the admission criteria required of other applicants but may demonstrate their graduation and completion of the RHSC in an alternative way. USG institutions shall establish a methodology to evaluate completion of the RHSC and high school graduation from non-accredited homeschools or high schools based on guidelines set forth in the Academic & Student Affairs Handbook and approved by the Chief Academic Officer.

The RHSC is comprised of the following units:

Subject	Units
Mathematics	4
English	4
Science	4
Social Science	3
Foreign Language/American Sign Language/Computer Science	2

USG institutions shall require a minimum high school grade point average (HSGPA), which is calculated on the RHSC units.

SAT/ACT Scores

Research, comprehensive, and state universities shall establish minimum SAT and ACT score requirements of at least the following:

Test	Scores
SAT Administered March 2016 or Later	480 on the Evidence-Based Reading and Writing section, and 440 on the Math section
SAT Administered Prior to March 2016	430 on the Critical Reading section, and 400 on the Math section
ACT	17 on the English test or Reading test, and 17 on the Math test

Presidents of state colleges may elect whether to establish minimum SAT and ACT score requirements.

Freshman Index The Freshman Index (FI) is calculated using a combination of an applicant’s SAT or ACT scores and HSGPA as set forth below:

- **SAT Administered March 2016 or Later**
 $FI = 500 \times (HSGPA) + 1.06 \times (\text{SAT Evidence-Based Reading and Writing section score} + \text{SAT Math section score}) - 74$

- **SAT Administered Prior to March 2016**
 $FI = 500 \times (HSGPA) + \text{SAT Critical Reading section score} + \text{SAT Math section score}$

- **ACT**
 $FI = 500 \times (HSGPA) + (42 \times \text{ACT Composite}) + 88$

Research, comprehensive, and state universities shall establish a minimum FI of at least the following:

Institution Sector	Minimum FI
Research Universities	2500
Comprehensive Universities	2040
State Universities	1940

Presidents of state colleges may elect whether to establish a minimum FI requirement.

[BOR Policy 4.2.1.3: Exceptions to Freshman Requirements](#)

USG institutions may admit freshman applicants not meeting freshman requirements but showing evidence of college readiness using the following alternative categories.

Limited Admissions Category

In recognition of the fact that a limited number of applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall establish minimum criteria for Limited Admission, which shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete

the RHSC and have at least the minimum SAT or ACT scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the [Academic & Student Affairs Handbook](#).

Presidential Exceptions

Each institution Presidents or his or her designee may grant exceptions to the Limited Admission requirements if the applicant shows promise for academic success and has at least a high school diploma or a state-issued high school equivalency diploma or certificate.

Presidential Exceptions are included as part of the institution’s maximum percentage for Limited Admission.

Applicants with Outstanding Scores

Institutions may grant admission to applicants who demonstrate very high academic ability by achieving a Total SAT or Composite ACT score in the upper five percent of national college-bound seniors for the most recent test year and who show other evidence of college readiness.

Admission of Students with Disabilities

Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the RHSC in these areas. Applicants with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

Students with disabilities are expected to meet the sector’s minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.

[BOR Policy 4.2.1.5: Transfer Requirements](#)

Institutions shall establish minimum transfer admission criteria of at least the following:

Institution Sector	Minimum Transfer GPA
Research Universities	2.30
Comprehensive and State Universities	2.00
State Colleges	Eligible to continue or return to sending institution

The transfer GPA is based on transferable credit hours from postsecondary institutions previously attended. It is obtained by dividing the total number of transferable credit hours attempted at all postsecondary institutions previously attended into the total number of

quality points for those courses. It excludes institutional credit hours (such as Learning Support courses) and vocational course hours.

Students with fewer than 30 transferable semester credit hours must meet the freshman admission requirements at the institution to which they are applying.

[BOR Policy 4.2.1.8: Non-Traditional Requirements](#)

Institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students in accordance with the guidelines set forth in the [Academic & Student Affairs Handbook](#).

Non-Traditional Freshmen

An applicant who has been out of high school at least five years, whose high school class graduated at least five years ago, and who has earned fewer than 30 transferable semester credit hours may be evaluated as a non-traditional freshman.

Non-Traditional Transfers

An applicant who has been out of high school at least five years or whose high school class graduated at least five years ago, and who has earned 30 or more transferable semester credit hours may be evaluated as a non-traditional transfer.

[BOR Policy 4.2.1.9: Persons Aged 62 or Over](#)

Pursuant to the provisions of the Georgia Constitution, the USG establishes the following rules with respect to enrollment of persons 62 years of age or older in USG programs. To be eligible for enrollment under this provision such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.
3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.

4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

Academic and Student Affairs Handbook:

Section 2.3.2

Section 2.3.5

Section 2.4.1

[BOR Academic and Student Affairs Handbook 2.3.2: New Academic Programs](#)

New Degree Programs Overview

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

[BOR Academic and Student Affairs Handbook 2.3.5: Degree Requirements](#)

Associate Degrees

An associate degree must include a minimum of 60 semester hours.

Associate of Arts and Associate of Science transfer degrees have a maximum of 60 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) in allied health areas in designated fields. Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Associate of Applied Science degrees and Associate of Science career degrees in allied health and nursing

have a maximum of 70 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require. These degrees must contain a minimum of 20 semester hours of general education.

Exceptions to the maximum degree length requirements indicated above may be made only with the approval of the Executive Vice Chancellor and Chief Academic Officer of the USG.

Baccalaureate Degrees

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution's vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program. Likewise, changes above the minimum requirement for associate and master's degrees must be presented in the form of a request for waiver to degree-credit hour length with a rationale for such changes.

Master's Degrees

Master's degrees are established at a maximum of 36 semester hours. In some cases, the master's degree may require fewer than 36 hours but not contain fewer than 30 semester hours.

To offer a program above the 36-semester hour maximum, a request must be made to the Executive Vice Chancellor and Chief Academic Officer of the USG for approval.

[BOR Academic and Student Affairs Handbook 2.4.1: General Education Learning Goals](#)

The University System of Georgia (USG) is a composite of diverse institutions that, in spite of their diversity, require System-wide coherence to facilitate success for transfer students. To achieve these ends, the USG outlines general education learning goals that serve as guides for each institution to develop its own general education learning outcomes. Each institution is required to develop one or more learning outcomes for each learning goal. Instead of presenting the learning goals with descriptions or specific required outcomes, examples of learning outcomes that would fall under each learning goal are provided.

The learning outcomes for Goals A–E developed by institutions must be approved by the Council on General Education. All learning outcomes must be collegiate level, not skills-based, and broadly focused. They must be consistent with the learning goals and with the mission of the USG.

The academic advisory committees will specify learning outcomes for each Area F. These learning outcomes must be collegiate level and provide an appropriate base for later learning outcomes in the relevant degree program. They must be consistent with the mission of the USG.

Per the USG Comprehensive Program Review Policy (BoR Policy 3.6.3, Comprehensive Academic Program Review), the assessment of general education learning outcomes is required at all institutions and must be a part of each institution's regular report on comprehensive program review posted on the institution's Comprehensive Program Review website. The Regents' Administrative Committee on Effectiveness and Accreditation (RACEA) will conduct spot reviews of all institutional programs. SACS' final recommendations and findings regarding the assessment of general education outcomes (if any) must also be sent to the Assistant Vice Chancellor for Student Achievement.

Learning Goal A1: Communication Outcomes

Examples of learning outcomes that would forward this goal:

- Students produce well-organized communication that meets conventional standards of correctness, exhibits an appropriate style, and presents substantial material.
- Students communicate effectively using appropriate writing conventions.
- Students have the ability to assimilate, analyze, and present in oral and written forms, a body of information.
- Students have the ability to adapt communication to circumstances and audience.
- Students have the ability to interpret content of written materials on related topics from various disciplines.
- Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use of information sources.

Learning Goal A2: Quantitative Outcomes

Examples of learning outcomes that would forward this goal:

- Students have a strong foundation in mathematical concepts, processes, and structure.
- Students effectively apply symbolic representations to model and solve problems.
- Students have the ability to model situations from a variety of settings in generalized mathematical forms.
- Students have the ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic forms while solving a variety of problems.

- Students have the ability to solve multiple-step problems through different (inductive, deductive, and symbolic) modes of reasoning.

Learning Goal B: Institutional Options

System institutions may develop additional learning goals (and their associated outcomes) that fit their respective missions.

Examples of possible additional goals include: collaboration, technology, ethics, civic responsibility and/or civic engagement, and service learning.

Learning Goal C: Humanities, Fine Arts, and Ethics

Examples of learning outcomes that would forward this goal:

- Students can compare and contrast the meaning of major texts from both Western and non-Western cultures.
- Students recognize themselves as participants in a particular culture and see how this affects their experiences and values.
- Students have the ability to make informed judgments about art forms from various cultures including their own culture.
- Students have the ability to recognize the fine arts as expressions of human experience.
- Students have the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and social needs and values.
- Students have the ability to apply knowledge of historical, social, and cultural influences to understanding a work of art.
- Students recognize that an ethical issue is present and can distinguish ethical choices from mere self-interest.
- Students are aware of the ways that culture shapes ethical views and can critically evaluate those views.

Learning Goal D: Natural Sciences, Mathematics, and Technology

Examples of learning outcomes that would forward this goal:

- Students have the ability to understand the physical universe and science's relationship to it.
- Students have the ability to understand the changing nature of science.

Learning Goal E: Social Sciences

Examples of learning outcomes that would forward this goal:

- Students have the ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change.
- Students have the ability to articulate the complexity of human behavior as a function of the commonality and diversity within groups.

10.6 Distance and Correspondence Education

Georgia Code:

§ 50-18-94

[Georgia Code 50-18-94: Duties of Agencies](#)

It shall be the duty of each agency to:

- (1)** Cause to be made and preserved records containing adequate and proper documentation of the organization, functions, policies, decisions, procedures, and essential transactions of the agency and designed to furnish the information necessary to protect the legal and financial rights of the government and of persons directly affected by the agency's activities;
- (2)** Cooperate fully with the division in complying with this article;
- (3)** Establish and maintain an active and continuing program for the economical and efficient management of records and assist the division in the conduct of records management surveys;
- (4)** Implement records management procedures and regulations issued by the division;
- (5)** Submit to the division, in accordance with the rules and regulations of the division, a recommended retention schedule for each record series in its custody, except that schedules for common-type files may be established by the division. No records will be scheduled for permanent retention in an office. No records will be scheduled for retention any longer than is absolutely necessary in the performance of required functions. Records requiring retention for several years will be transferred to the records center for low-cost storage at the earliest possible date following creation;
- (6)** Establish necessary safeguards against the removal or loss of records and such further safeguards as may be required by regulations of the division. The safeguards shall include notification to all officials and employees of the agency that no records in the custody of the agency are to be alienated or destroyed except in accordance with this article; and
- (7)** Designate an agency records management officer who shall establish and operate a records management program.

Board of Regents Policy:

4.1.6

4.3.4

6.24

[BOR Policy 4.1.6: Admission of Persons not Lawfully Present in the United States](#)

A person who is not lawfully present in the United States shall not be eligible for admission to any University System institution which, for the two most recent academic years, did not admit all academically qualified applicants (except for cases in which applicants were rejected for non-academic reasons).

[BOR Policy 4.3.4: Verification of Lawful Presence](#)

Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status, as defined in [Section 7.3](#) of this Policy Manual, and of every person admitted to an institution referenced in [Section 4.1.6](#) of this Policy Manual.

[BOR Policy 6.24: Records Retention](#)

Records retention guidelines have been adopted by the Board of Regents to establish consistent records retention practices by the University System Office and University System of Georgia (USG) institutions. The guidelines consist of a list of record types organized into categories and should be consulted to determine the minimum retention time for a particular type of record.

The University System Office administers the records retention guidelines and is the source for information concerning implementation of the guidelines. The University System Office of Legal Affairs shall approve all additions to, deletions from, and revisions of the records retention guidelines.

Board of Regents Business Procedures Manual:

12.1

[BOR Business Procedures Manual 12.1: Data Governance and Management](#)

This section provides definitions needed to interpret the remainder of Section 12 content.

Organizations are all USG institutions and the University System Office (USO), which includes the Shared Services Center (SSC), the Georgia Public Library Service (GPLS), the Georgia Archives and the Georgia Film Academy.

Information Systems are the technology structure and software administered for the purpose of storing, managing, using and gathering of data and communication in an organization.

Organizational Data are data managed in an information system by, or on behalf of, a USG organization. Organizational Data are information that record facts, statistics or information, which is read, created, collected, reported, updated, or deleted by offices of the organization. Data may be stored electronically or physically. Organizational data may reside in an organizational information system or a third-party system.

Principle of Least Privilege describes privileges to information resources permitting access to only what is necessary for the users to successfully perform their job requirements.

Board of Regents Information Technology Handbook:

Section 9.4

Section 9.5.1

[BOR I.T. Handbook 9.4: Data Access](#)

Data stewards will work together to define a single set of procedures for requesting access to sensitive elements of institutional data, and to document these data access request procedures.

Data Access 9.4.1

Data stewards at the participant organization are responsible for developing and obtaining approval of data access procedures and approving all requests for data access via these procedures. It is recommended that such a process be developed that includes the following steps:

1. Requests for access must be made in writing to the appropriate functional data steward. Such requests must include approval by the requestor's supervisor or management, and should be specific as to the data needed and the purpose for accessing the data. All requests are maintained for use in case of a need to audit access permissions.
2. Upon approval by the functional data steward, the request is forwarded to the data administration unit of the participant organization's Information Technology (IT) department for technical implementation via provisioning of accounts, login ids, or view access.
3. The requestor will be notified of their access, and will be provided a copy of the participant organization's Data Stewardship & Access Policy, the relevant functional guidelines for use, and any restrictions on the data, such as the Family Educational Rights and Privacy Act regulations.
4. All data access will be reviewed and renewed on an annual basis by each functional data steward to ensure that the access remains appropriate.

Note: Permission to access data does not necessarily imply permission to change data. Data stewards will ensure that the proper access rights, such as read, write, modify, or delete, are given to users who request data access.

Data Documentation 9.4.2

Data stewards are responsible for documenting the data maintained within their functional area. This documentation should include, at a minimum:

1. Data name;
2. Data description;
3. Data sensitivity;
4. Data location;

5. Data retention; and,
6. Data backup plan.

Data stewards also have responsibility for documenting the meta-data about their data so that users are aware of the definitions, restrictions, or interpretations, and other issues that ensure the correct use of the data.

[BOR I.T. Handbook 9.5.1: Family Education Rights and Privacy Act \(FERPA\)](#)

The primary law that governs the privacy of educational information is the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g(b).

FERPA is the keystone federal privacy law for educational institutions. FERPA generally imposes a cloak of confidentiality around student educational records, prohibiting institutions from disclosing “personally identifiable education information,” such as grades or financial aid information, without the student’s written permission. FERPA also grants to students the right to request and review their educational records and to make corrections to those records. The law applies with equal force to electronic records as it does to those stored in file drawers.

Generally, institutions must have written permission from the student in order to release any information from a student’s education record. However, FERPA does allow institutions to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;

7. To comply with a judicial order or lawfully issued subpoena; Section 9.5 IT Handbook, Version 2.8, Updated: January 2019
8. Appropriate officials in cases of health and safety emergencies; or,
9. State and local authorities, within a juvenile justice system, pursuant to specific State law

Records Retention Schedules:

Student Records

[BOR Records Retention Schedules: Student Records](#)

Academic Standing Reports

Number: 0472-06-001

Description: This series documents student academic standing, including academic deficiency and the status changes of academically deficient students. Records may include: reports containing student names, grade point averages (GPA), grade point deficiencies, and numbers of previous suspensions and probations; student petitions for re-evaluation; report of student progress toward academic readmission/removal of probation status at other institutions; and academic honors and awards.

Retention: 5 years.

Admission Program Records

Number: 0472-06-002

Description: This series provides summary information relating to student admission programs that may be used for control, planning, or review.

Retention: Final reports: PERMANENT; All other records: 5 years.

Alumni and Alumni Associations Records

Number: 0472-06-003

Description: This series documents the activities of alumni and alumni groups.

Retention: Programs, agendas, minutes, bylaws, and reports: PERMANENT; mailing lists, data cards and files for individual alumni, and membership directories: Until superseded; All other records: 5 years.

Athletic Scholarship and Grant-in-Aid Award Records

Number: 0472-06-004

Description: This series is used to provide athletic departments with information pertaining to player eligibility and receipt of financial aid in the form of scholarships to monitor accounts, and to assist in complying with NCAA, NAIA, and conference rules and regulations. These records include: squad lists; conference eligibility reports; team roster update sheets; scholarship count sheets; applications; nominee lists; eligibility questionnaires; eligibility reports; and credit voucher request sheets.

Retention: NCAA records: 10 years; All other records: 5 years.

Class Gift Records

Number: 0472-06-005

Description: This series provides a record of gifts given to the institution by classes.

Retention: PERMANENT.

College Department Student Files

Number: 0472-06-006

Description: This file contains documents related to the college's process of graduation certification. Included are checklist for graduation, grade reports, student academic records, official change of grade forms, official request forms for permission to change colleges within the university system, and letters of reference.

Retention: 5 years after graduation or date of last enrollment.

Commencement Records

Number: 0472-06-007

Description: This series documents commencement program planning and implementation at the institution.

Retention: 1 Commencement Program: PERMANENT; All other records: Useful life.

Course and Class Records

Number: 0472-06-008

Description: This series provides instructional units with an official record of students enrolled in courses taught and documents test scores and semester end grades of each student.

Retention: Permanent.

Credit Bureau Reports

Number: 0472-06-009

Description: This series documents holders of student loans that have been reported to credit bureaus.

Retention: 2 years after collected or deemed uncollectible.

Diploma Mailing Verification Records

Number: 0472-06-010

Description: This series documents students' requests to have diplomas and other graduation records distributed to specific addresses.

Retention: 1 year.

Enrollment Reports

Number: 0472-06-011

Description: This series is used to provide the President's office with a record of enrollments which may be used for planning and research. Information contained in the reports includes student names and levels, grade point averages, demographic data, and academic majors.

Retention: Final reports: PERMANENT; All other records: 2 years.

Examinations, Tests, Term Papers, Homework Records, and Grade Books

Number: 0472-06-012

Description: This series documents student subject mastery in institution courses. Records may include but are not limited to: examinations and answers; quizzes and answers; homework assignments; course papers; term papers; essay assignments; and grade books. This series does not include graduate student qualifying or comprehensive examinations.

Retention: Uncontested grade results: 1 term after completion; Contested grade results: Until resolved, whichever is longer.

Family Educational Rights and Privacy Act (FERPA) Documents

Number: 0472-06-013

Description: This series documents the process of student information release requests and consent authorizations or denials in accordance with the Family Educational Rights and Privacy Act. Records may include but are not limited to: requests for formal hearings; requests for release of personally identifiable information; records of disclosures made to third parties; student statements regarding hearing panel decisions; written decisions of the hearing panel; written consent of the student to disclose records; and waivers for rights of access.

Retention: Life of the affected record.

Federal Title IV Institutional Records

Number: 0472-06-014

Description: Records document an institution's eligibility to participate in and its administration of Federal Title IV programs, including Federal Family Education Loan (FFEL), Direct Loan, Federal Perkins Loan, and Nursing Loan. Records include: Institutional Program Participation Agreement; recertification; education program eligibility; accreditation reviews and reports; state agency reports; audits and program reviews and consortia agreements between and among schools.

Retention: 7 years after expiration of agreement.

Federal Title IV Student Loan Records

Number: 0472-06-015

Description: This series document student eligibility for and administration of individual student loans under the Federal Title IV Aid Programs, including Federal Family Loan (FFEL), Direct Loan, Federal Perkins Loan, and Nursing Loan. Records may include but are not limited to: eligibility records (student and/or parent); applications; disbursement records; promissory notes; Student Status Confirmation Reports (SSCR); repayment schedules; statements of rights and responsibilities; documentation of all professional judgments decisions; financial aid history information; documentation of student's satisfactory academic progress.

Retention: Records relating to a borrower's eligibility: 5 years after the end of the award year in which the student last attended the institution; Records relating to administration of the loan: 5 years after the end of the award year in which aid was awarded and dispersed; Fiscal Operations Report, Application to Participate and supporting documentation: 5 years after the end of the award year in which the FISAP is submitted. Borrower's Loan Records: 5 years after loan repayment, debt cancellation, or assignment to the U.S. Department of Education. All other records: 5 years after the end of the award year in which the records are submitted.

Fraternity and Sorority Membership Records

Number: 0476-06-016

Description: This series documents personal information on each organization member.

Retention: 5 years after last enrollment.

Grade Change Reports

Number: 0472-06-017

Description: This series documents grade changes submitted by instructors through the academic departments to the registrar.

Retention: 5 years after record creation.

Graduate Student Tuition Remission Records

Number: 0472-06-018

Description: This series documents the remission of tuition for courses taken by eligible graduate students, such as research and/or teaching assistants.

Retention: 8 years.

Graduate Students Denied Admission/No Show Records

Number: 0472-06-019

Description: This series documents the application and evaluation process for students applying to enter an instructional unit's academic graduate program who are denied admission or who were admitted but failed to enroll or withdrew. Records may include but are not limited to: applications for admission to graduate school forms; departmental action forms; standardized examination reports; foreign student financial documentation; departmental or college supplemental application forms; departmental or college student application status reports; letters of recommendation; resumes; and transcripts.

Retention: 3 years after application term

International Student Records

Number: 0472-06-020

Description: This series documents institution assistance to international students who have applied for admission to academic programs. These records primarily concern institution admissions, immigration issues, and other non-academic matters. Records may include but are not limited to: letters of inquiry from prospective students; official replies to inquiries; copies of visas; scholarship information; institution admissions forms; graduate school applications; transcripts of previous college work; grade reports of prior

college work; grade reports from institutional courses; international student advisors' notes; degree completion certificates; explanations for student withdrawals; and recommendations and evaluations of students.

Retention: 5 years after graduation or date of last attendance but at least 1 year after final notice to Immigration and Naturalization Service; Non-admitted applicant records: 2 years.

Internship Program Records

Number: 0472-06-021

Description: This series is used to provide a record of the administration of student internship, practicum, and cooperative education programs. Records may include but are not limited to: applications for internships internal and external to the institution; agreements with departments; postings/notices; student resumes; transcripts; copies of contracts; and proposed institution listings.

Retention: 5 years.

Minority Scholars Program Records

Number: 0472-06-022

Description: This series documents the application, selection, and progress of students belonging to various minority groups who apply for minority scholarships. This series may contain but is not limited to: applications; candidate selection information; academic and personal information about applicants; notifications of award; notifications of denial of award; applicants letters of decline; and notifications of transfer to another institution.

Retention: 5 years after award notification.

Month-to-Month Transaction Reports

Number: 0472-06-023

Description: This series documents student loan activity on a monthly basis by transaction type.

Retention: 2 years.

National Testing Records

Number: 0472-06-024

Description: This series provides a record of the services rendered to clients by administering tests required of students seeking admission to various programs or seeking to substitute already acquired knowledge for formal college courses. Records may include but are not limited to: testing rules and regulations; rosters of test takers; seating charts; supervisors' reports; and vouchers for payment of testing. This series does not include test scores.

Retention: 3 years after testing date.

Pell Grant Reports

Number: 0472-06-025

Description: This series consists of copies of summary reports submitted to the Pell Grant Scholarship program on a routine basis. Reports summarize money awarded, received and disbursed, the balance remaining, and dates.

Retention: 5 years after audit.

10.8 Evaluating and Awarding Academic Credit

Board of Regents Policy:

3.3.5

[BOR Policy 3.3.5: University System and Technical College System of Georgia Articulation Agreement](#)

The articulation agreement is based on the principles of serving student needs, avoiding duplication of mission, using state resources efficiently, and expanding opportunities for post-secondary attainment in Georgia.

A Post-secondary Oversight Council comprised of appropriate System Office staff from the TCSG and USG will meet on a regular basis to assure compliance with this articulation agreement, address other articulation issues if they arise, and encourage the development of programs and policies to support Georgia's college completion goals.

Academic and Student Affairs Handbook:

Section 2.4.9

Section 2.16

Section 2.17

[BOR Academic and Student Affairs Handbook 2.4.9: Transfer Rules](#)

Students in the USG must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institution.

Students must meet the USG-specified minimum number of hours in each Area A–E.

Students successfully completing a course in one institution's Areas A–E will receive full credit in Areas A–E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major

An Example to Illustrate Cross-Area Transfer Credit

	Decatur State	Winder State	Moultrie State
Area A1	6 hours	6 hours	6 hours
Area A2	3 hours	3 hours	3 hours
Area B	3 hours	3 hours	3 hours
Area C	12 hours	9 hours	9 hours
Area D	9 hours	12 hours	9 hours
Area E	9 hours	9 hours	12 hours
Total	42 hours	42 hours	42 hours

A student transferring from Decatur State to Winder State having completed the Decatur State core must be given credit in Area D (Natural Science) for the 3 excess hours of work done in Area C (Humanities, Fine Arts, and Ethics). If a student took 12 hours of Area E (Social Science) courses at Decatur State, only nine of those hours would transfer to Winder State but all 12 would transfer to Moultrie State.

Students successfully completing a course in one institution's Area F will receive full credit for the course upon transferring to another USG institution as long as the student retains the same major.

Receiving institutions may require transfer students to complete the requirements as specified for native students. However, the total number of hours required of transfer students for the degree must not exceed the number of hours required of native students for the same major.

Students who wish to take Area A–F courses (including distance learning courses) from a USG institution other than the home institution, either concurrently or intermittently, may receive transient permission to take and receive credit for Areas A–F courses satisfying home institution Area A–F requirements.

Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations, such as a grade of “C” in Area A–F courses.

Chief Transfer Officer

Each institution will designate a Chief Transfer Officer (CTO) to facilitate the transfer of students within the USG. The CTO must have senior administrative and/or faculty status. The CTO is the contact person for students, faculty, advisors, records and admissions personnel, and academic administrators when problems related to transfer of Area A–F course work across USG institutions occur. However, CTOs should also be proactive and work to develop institutional procedures that minimize transfer problems.

Students with questions or concerns about the transfer of credit between USG institutions should contact the CTO at the receiving institution.

[BOR Academic and Student Affairs Handbook 2.16: Academic Credit for Extra-Institutional and Prior Learning](#)

Institutions that choose to offer credit for military service and International Baccalaureate shall use the following criteria.

Course Credit for Military Experience

Academic Credit

When a student requests academic credit based on experience in the military service, the following procedure is recommended:

1. Registrar researches the American Council on Education (ACE) Guide to determine the recommendation made by that organization.
2. Registrar advises appropriate academic department head(s) of ACE recommendation(s).
3. The appropriate academic officer advises registrar of what credit, if any, is to be granted in that specific discipline. Credit should not be awarded for course/experiences not offered by that academic institution.
4. Registrar records appropriate credit on official transcript and advises both the student and academic advisor of the credit that has been granted.

Physical Education Credit

The granting of physical education credits should be based upon the following recommendations:

1. Basic military training should serve as substitutes for Physical Conditioning and Marksmanship for a total of two (2) semester hour credits.
2. Experience beyond basic military training should be evaluated based upon length and type of activity and the level of accomplishment in the specific activity. For example:
 - A Navy Seal should receive credit for swimming.
 - A Medic should receive credit for first aid.
 - A Military Policeman should receive credit for self defense.
3. Credit by examination may be offered to students having mastered a specific area of the basic physical education requirement.
4. If recommendations 1, 2, and 3 are not satisfactory, then the evaluation process will be determined by the appropriate academic office.

Course Credit for International Baccalaureate Courses

USG institutions shall award academic credit for appropriate courses in the USG core curriculum for corresponding IB subject areas in an IB Diploma Program in which the student obtained designated end of course assessment scores.

Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit. Higher Level end- of-course assessment scores of four or more and Standard Level scores of five or more suggest that the IB Program work is comparable to a college course.

The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course.

Semester Credit Hours Granted

Score	Standard Level	Higher Level
4	0	3-4
5	0-4	3-8
6-7	3-8	3-12

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers. Determinations of course comparability will be made by the respective departments. Institutions shall, however, attempt to have consistency across the USG on common numbered core courses.

All institutions shall have a widely disseminated policy governing the award of course credits for IB assessments. The policy will apply to both resident and non-resident students.

A student may opt not to accept credits. If a student believes that the assessment of his or her work from standardized examination and subsequent awarding of credits is in error, the student may file an appeal with the appropriate academic department office and request a re-assessment. As with other academic matters, if the issue is not satisfactorily resolved at the department level, the student may then appeal to the dean of the respective school or college, with a final appeal to the vice president for academic affairs, whose decision in the matter will be final.

[BOR Academic and Student Affairs Handbook 2.17: Acceptance of Core Coursework and Placement Test Scores from TCSG Colleges](#)

According to a January 2012 agreement between the USG and the TCSG known as the “Complete College Georgia Articulation Agreement,” the courses listed in the chart below will transfer between USG and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)-accredited TCSG institutions, and comparable placement and exit test results are honored between systems.

[GE Transfer Chart 18.pdf](#)

Following are guidelines for implementation of the policy.

The Complete College Georgia articulation agreement is based on the principles of serving student needs, avoiding duplication of mission, using state resources efficiently, and expanding opportunities for post-secondary attainment in Georgia.

1. USG institutions may create more expansive agreements with a local TCSG institution. This information should be published on the institutional website.
2. USG institutions must notify BOR Office of Academic Affairs as soon as possible when discussions begin about potential AS degree articulation agreements with a TCSG institution AND before entering into an AS degree articulation with a TCSG institution. TCSG has agreed that AS degrees will be limited in number and meet the following criteria:
 1. Focused on specific career opportunities associated with a specific local community, i.e. AS in Logistics Management by Savannah Technical College with Georgia Southern University.
 2. Initiated in regions of the state where the proposed degree is not currently offered by a USG institution therefore avoiding unnecessary duplication.
 3. If a USG institution does have the program, consideration of necessary v. unnecessary duplication will be predicated on the capacity and willingness of the USG institution to offer the degree in the area.

TCSG institutions will not offer AA degrees. These procedures shall apply to all TCSG degrees with one exception, Nursing.

3. USG institutions must notify BOR Office of Academic Affairs prior to establishing expansive articulation agreements that include all TCSG institutions.

This transfer agreement is effective for those students from SACSCOC-accredited TCSG institutions:

- who enrolled in any of the courses on the [General Education Transfer Chart](#) in January 2012 or later OR
- who enrolled in ENG 191 and/or MAT 190 or 191 courses that began in January 2002 or thereafter
AND
- who meet the minimum requirements for exemption from Learning Support OR
- who successfully complete and meet the requirements for exit from Learning Support English and/or mathematics beginning January 2002

To be eligible for articulation agreement transfer credit, students must have exempted or completed Learning Support requirements at a TCSG institution. To calculate Math Placement (MPI) and English Placement (EPI) Indices using USG formulae, a [CPE-COMPASS-ASSET Linkage Table](#) is supplied. Since the formulae for calculating MPI and EPI do not use CPE or ASSET, these scores will have to be converted to equivalent COMPASS scores to calculate the placement indices.

1. TCSG transfer students meeting USG standard admissions criteria are exempt from Learning Support evaluation (see BOR Policy Manual 4.2.1.1).
2. Students who have taken a COMPASS or ASSET placement test at a SACSCOC-accredited TCSG college and transfer to a USG institution will not be required to take another placement test if they have attended the institution and have the placement scores recorded on the transcript.
3. USG and TCSG will accept comparable placement scores. See formulae for calculating placement indices in [section 2.9.1](#).
4. Test scores from non-SACSCOC-accredited TCSG institutions will not be accepted for exemption or exit from Learning Support.
5. Exit from Learning Support at a SACSCOC-accredited TCSG institution will be honored at all USG institutions. Students who exempt Learning Support but transfer without credit for the core curriculum course may be placed in Learning Support at the receiving institution based on institutional requirements higher than the USG minimum.
6. The current policy allowing institutions to individually evaluate courses other than the mini-core courses and make decisions about acceptance will continue.

12.1 Student Support Services

Board of Regents Policy:

2.8

[BOR Policy 2.8: Institutional Mission](#)

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degrees can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

Academic and Student Affairs Handbook:

Section 2.0

Section 2.3.2

Section 2.3.5

Section 2.4.2

[BOR Academic and Student Affairs Handbook 2.0: Academic Programs](#)

Introduction

Academic programs of the USG are administered under broad Board policies that grant considerable authority and responsibility to the presidents and faculty of USG institutions. However, some actions require administrative authorization or approval by the Board of Regents, the Chancellor, or a University System Office. See [Reference for Types of Approval and Notification of Academic and Related Matters](#) for types of approvals and notifications needed for various actions.

This section provides additional information about the following:

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- [2.1 Semester System, Uniform Academic Calendar, Cancellation of Classes and Religious Holidays](#)
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[BOR Academic and Student Affairs Handbook 2.3.2: New Academic Programs](#)

New Degree Programs Overview

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

The Office of Academic Affairs in the University System Office will review new proposals using the guidelines at the following URL: http://www.usg.edu/academic_programs/new_programs/.

[BOR Academic and Student Affairs Handbook 2.3.5: Degree Requirements](#)

Associate Degrees

An associate degree must include a minimum of 60 semester hours.

Associate of Arts and Associate of Science transfer degrees have a maximum of 60 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) in allied health areas in designated fields. Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Associate of Applied Science degrees and Associate of Science career degrees in allied health and nursing

have a maximum of 70 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require. These degrees must contain a minimum of 20 semester hours of general education.

Exceptions to the maximum degree length requirements indicated above may be made only with the approval of the Executive Vice Chancellor and Chief Academic Officer of the USG.

Baccalaureate Degrees

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution’s vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program. Likewise, changes above the minimum requirement for associate and master’s degrees must be presented in the form of a request for waiver to degree-credit hour length with a rationale for such changes.

Master’s Degrees

Master’s degrees are established at a maximum of 36 semester hours. In some cases, the master’s degree may require fewer than 36 hours but not contain fewer than 30 semester hours.

To offer a program above the 36-semester hour maximum, a request must be made to the Executive Vice Chancellor and Chief Academic Officer of the USG for approval.

[BOR Academic and Student Affairs Handbook 2.4.2: Areas A-F](#)

Every institution in the USG will have a core curriculum of precisely 42 semester hours and an Area F of precisely 18 hours. All students must meet the core requirements of the institutions from which they receive their degrees. However, see the rules regarding transfer credit in [Section 2.4.9, Transfer Rules](#).

Area	Area Name	Description	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 hours

Area	Area Name	Description	Hours Required
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 hours
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing	At least 3 hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 hours
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.	At least 7 hours. At least 4 of these hours must be in a lab science course.
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 hours
F	Lower-Division Major Requirements	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours

The minimal for Areas D and E are lower than the hours required in these Areas in the 1998 core. This is not intended as a signal that institutions should reduce (or increase) the hours in these areas. The intent is to put this matter in the hands of the faculty of individual institutions by roughly requiring two courses in each of Areas C–E. See [Section 2.4.4](#), for details regarding Area D.

12.5 Student Records

Georgia Code:

§ 16-9-93

§ 50-18-94

[Georgia Code 16-9-93: Computer Crimes Defined; Exclusivity of Article; Civil Remedies; Criminal Penalties](#)

(a) *Computer theft.* Any person who uses a computer or computer network with knowledge that such use is without authority and with the intention of:

- (1)** Taking or appropriating any property of another, whether or not with the intention of depriving the owner of possession;
- (2)** Obtaining property by any deceitful means or artful practice; or
- (3)** Converting property to such person's use in violation of an agreement or other known legal obligation to make a specified application or disposition of such property

shall be guilty of the crime of computer theft.

(b) *Computer Trespass.* Any person who uses a computer or computer network with knowledge that such use is without authority and with the intention of:

- (1)** Deleting or in any way removing, either temporarily or permanently, any computer program or data from a computer or computer network;
- (2)** Obstructing, interrupting, or in any way interfering with the use of a computer program or data; or
- (3)** Altering, damaging, or in any way causing the malfunction of a computer, computer network, or computer program, regardless of how long the alteration, damage, or malfunction persists

shall be guilty of the crime of computer trespass.

(c) *Computer Invasion of Privacy.* Any person who uses a computer or computer network with the intention of examining any employment, medical, salary, credit, or any other financial or personal data relating to any other person with knowledge that such examination is without authority shall be guilty of the crime of computer invasion of privacy.

(d) Computer Forgery. Any person who creates, alters, or deletes any data contained in any computer or computer network, who, if such person had created, altered, or deleted a tangible document or instrument would have committed forgery under Article 1 of this chapter, shall be guilty of the crime of computer forgery. The absence of a tangible writing directly created or altered by the offender shall not be a defense to the crime of computer forgery if a creation, alteration, or deletion of data was involved in lieu of a tangible document or instrument.

(e) Computer Password Disclosure. Any person who discloses a number, code, password, or other means of access to a computer or computer network knowing that such disclosure is without authority and which results in damages (including the fair market value of any services used and victim expenditure) to the owner of the computer or computer network in excess of \$500.00 shall be guilty of the crime of computer password disclosure.

(f) Article not Exclusive. The provisions of this article shall not be construed to preclude the applicability of any other law which presently applies or may in the future apply to any transaction or course of conduct which violates this article.

(g) Civil Relief; Damages.

(1) Any person whose property or person is injured by reason of a violation of any provision of this article may sue therefor and recover for any damages sustained and the costs of suit. Without limiting the generality of the term, "damages" shall include loss of profits and victim expenditure.

(2) At the request of any party to an action brought pursuant to this Code section, the court shall by reasonable means conduct all legal proceedings in such a way as to protect the secrecy and security of any computer, computer network, data, or computer program involved in order to prevent possible recurrence of the same or a similar act by another person and to protect any trade secrets of any party.

(3) The provisions of this article shall not be construed to limit any person's right to pursue any additional civil remedy otherwise allowed by law.

(4) A civil action under this Code section must be brought within four years after the violation is discovered or by exercise of reasonable diligence should have been discovered. For purposes of this article, a continuing violation of any one subsection of this Code section by any person constitutes a single violation by such person.

(h) Criminal Penalties.

(1) Any person convicted of the crime of computer theft, computer trespass, computer invasion of privacy, or computer forgery shall be fined not more than \$50,000.00 or imprisoned not more than 15 years, or both.

(2) Any person convicted of computer password disclosure shall be fined not more than \$5,000.00 or incarcerated for a period not to exceed one year, or both.

[Georgia Code 50-18-94: Duties of Agencies](#)

It shall be the duty of each agency to:

- (1)** Cause to be made and preserved records containing adequate and proper documentation of the organization, functions, policies, decisions, procedures, and essential transactions of the agency and designed to furnish the information necessary to protect the legal and financial rights of the government and of persons directly affected by the agency's activities;
- (2)** Cooperate fully with the division in complying with this article;
- (3)** Establish and maintain an active and continuing program for the economical and efficient management of records and assist the division in the conduct of records management surveys;
- (4)** Implement records management procedures and regulations issued by the division;
- (5)** Submit to the division, in accordance with the rules and regulations of the division, a recommended retention schedule for each record series in its custody, except that schedules for common-type files may be established by the division. No records will be scheduled for permanent retention in an office. No records will be scheduled for retention any longer than is absolutely necessary in the performance of required functions. Records requiring retention for several years will be transferred to the records center for low-cost storage at the earliest possible date following creation;
- (6)** Establish necessary safeguards against the removal or loss of records and such further safeguards as may be required by regulations of the division. The safeguards shall include notification to all officials and employees of the agency that no records in the custody of the agency are to be alienated or destroyed except in accordance with this article; and
- (7)** Designate an agency records management officer who shall establish and operate a records management program.

Board of Regents Policy:

6.24

[BOR Policy 6.24: Retention Records](#)

Records retention guidelines have been adopted by the Board of Regents to establish consistent records retention practices by the University System Office and University System of Georgia (USG) institutions. The guidelines consist of a list of record types organized into categories and should be consulted to determine the minimum retention time for a particular type of record.

The University System Office administers the records retention guidelines and is the source for information concerning implementation of the guidelines. The University System Office of Legal Affairs shall approve all additions to, deletions from, and revisions of the records retention guidelines.

Board of Regents Business Procedures Manual:

12.1

[BOR Business Procedures Manual 12.1: Data Governance and Management](#)

This section provides definitions needed to interpret the remainder of Section 12 content.

Organizations are all USG institutions and the University System Office (USO), which includes the Shared Services Center (SSC), the Georgia Public Library Service (GPLS), the Georgia Archives and the Georgia Film Academy.

Information Systems are the technology structure and software administered for the purpose of storing, managing, using and gathering of data and communication in an organization.

Organizational Data are data managed in an information system by, or on behalf of, a USG organization. Organizational Data are information that record facts, statistics or information, which is read, created, collected, reported, updated, or deleted by offices of the organization. Data may be stored electronically or physically. Organizational data may reside in an organizational information system or a third-party system.

Principle of Least Privilege describes privileges to information resources permitting access to only what is necessary for the users to successfully perform their job requirements.

Board of Regents Information Technology Handbook:

Section 9.4

Section 9.5.1

[BOR I.T. Handbook 9.4: Data Access](#)

Data stewards will work together to define a single set of procedures for requesting access to sensitive elements of institutional data, and to document these data access request procedures.

Data Access 9.4.1

Data stewards at the participant organization are responsible for developing and obtaining approval of data access procedures and approving all requests for data access via these procedures. It is recommended that such a process be developed that includes the following steps:

1. Requests for access must be made in writing to the appropriate functional data steward. Such requests must include approval by the requestor's supervisor or management, and should be specific as to the data needed and the purpose for accessing the data. All requests are maintained for use in case of a need to audit access permissions.
2. Upon approval by the functional data steward, the request is forwarded to the data administration unit of the participant organization's Information Technology (IT) department for technical implementation via provisioning of accounts, login ids, or view access.
3. The requestor will be notified of their access, and will be provided a copy of the participant organization's Data Stewardship & Access Policy, the relevant functional guidelines for use, and any restrictions on the data, such as the Family Educational Rights and Privacy Act regulations.
4. All data access will be reviewed and renewed on an annual basis by each functional data steward to ensure that the access remains appropriate.

Note: Permission to access data does not necessarily imply permission to change data. Data stewards will ensure that the proper access rights, such as read, write, modify, or delete, are given to users who request data access.

Data Documentation 9.4.2

Data stewards are responsible for documenting the data maintained within their functional area. This documentation should include, at a minimum:

1. Data name;
2. Data description;
3. Data sensitivity;
4. Data location;
5. Data retention; and,
6. Data backup plan.

Data stewards also have responsibility for documenting the meta-data about their data so that users are aware of the definitions, restrictions, or interpretations, and other issues that ensure the correct use of the data.

[BOR I.T. Handbook 9.5.1: Family Education Rights and Privacy Act \(FERPA\)](#)

The primary law that governs the privacy of educational information is the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g(b).

FERPA is the keystone federal privacy law for educational institutions. FERPA generally imposes a cloak of confidentiality around student educational records, prohibiting institutions from disclosing “personally identifiable education information,” such as grades or financial aid information, without the student’s written permission. FERPA also grants to students the right to request and review their educational records and to make corrections to those records. The law applies with equal force to electronic records as it does to those stored in file drawers.

Generally, institutions must have written permission from the student in order to release any information from a student’s education record. However, FERPA does allow institutions to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;

3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena; Section 9.5 IT Handbook, Version 2.8, Updated: January 2019
8. Appropriate officials in cases of health and safety emergencies; or,
9. State and local authorities, within a juvenile justice system, pursuant to specific State law

Records Retention Schedules:

Student Records

[BOR Records Retention Schedules: Student Records](#)

Academic Standing Reports

Number: 0472-06-001

Description: This series documents student academic standing, including academic deficiency and the status changes of academically deficient students. Records may include: reports containing student names, grade point averages (GPA), grade point deficiencies, and numbers of previous suspensions and probations; student petitions for re-evaluation; report of student progress toward academic readmission/removal of probation status at other institutions; and academic honors and awards.

Retention: 5 years.

Admission Program Records

Number: 0472-06-002

Description: This series provides summary information relating to student admission programs that may be used for control, planning, or review.

Retention: Final reports: PERMANENT; All other records: 5 years.

Alumni and Alumni Associations Records

Number: 0472-06-003

Description: This series documents the activities of alumni and alumni groups.

Retention: Programs, agendas, minutes, bylaws, and reports: PERMANENT; mailing lists, data cards and files for individual alumni, and membership directories: Until superseded; All other records: 5 years.

Athletic Scholarship and Grant-in-Aid Award Records

Number: 0472-06-004

Description: This series is used to provide athletic departments with information pertaining to player eligibility and receipt of financial aid in the form of scholarships to monitor accounts, and to assist in complying with NCAA, NAIA, and conference rules and regulations. These records include: squad lists; conference eligibility reports; team roster update sheets; scholarship count sheets; applications; nominee lists; eligibility questionnaires; eligibility reports; and credit voucher request sheets.

Retention: NCAA records: 10 years; All other records: 5 years.

Class Gift Records

Number: 0472-06-005

Description: This series provides a record of gifts given to the institution by classes.

Retention: PERMANENT.

College Department Student Files

Number: 0472-06-006

Description: This file contains documents related to the college's process of graduation certification. Included are checklist for graduation, grade reports, student academic records, official change of grade forms, official request forms for permission to change colleges within the university system, and letters of reference.

Retention: 5 years after graduation or date of last enrollment.

Commencement Records

Number: 0472-06-007

Description: This series documents commencement program planning and implementation at the institution.

Retention: 1 Commencement Program: PERMANENT; All other records: Useful life.

Course and Class Records

Number: 0472-06-008

Description: This series provides instructional units with an official record of students enrolled in courses taught and documents test scores and semester end grades of each student.

Retention: Permanent.

Credit Bureau Reports

Number: 0472-06-009

Description: This series documents holders of student loans that have been reported to credit bureaus.

Retention: 2 years after collected or deemed uncollectible.

Diploma Mailing Verification Records

Number: 0472-06-010

Description: This series documents students' requests to have diplomas and other graduation records distributed to specific addresses.

Retention: 1 year.

Enrollment Reports

Number: 0472-06-011

Description: This series is used to provide the President's office with a record of enrollments which may be used for planning and research. Information contained in the reports includes student names and levels, grade point averages, demographic data, and academic majors.

Retention: Final reports: PERMANENT; All other records: 2 years.

Examinations, Tests, Term Papers, Homework Records, and Grade Books

Number: 0472-06-012

Description: This series documents student subject mastery in institution courses. Records may include but are not limited to: examinations and answers; quizzes and answers; homework assignments; course papers; term papers; essay assignments; and grade books. This series does not include graduate student qualifying or comprehensive examinations.

Retention: Uncontested grade results: 1 term after completion; Contested grade results: Until resolved, whichever is longer.

Family Educational Rights and Privacy Act (FERPA) Documents

Number: 0472-06-013

Description: This series documents the process of student information release requests and consent authorizations or denials in accordance with the Family Educational Rights and Privacy Act. Records may include but are not limited to: requests for formal hearings; requests for release of personally identifiable information; records of disclosures made to third parties; student statements regarding hearing panel decisions; written decisions of the hearing panel; written consent of the student to disclose records; and waivers for rights of access.

Retention: Life of the affected record.

Federal Title IV Institutional Records

Number: 0472-06-014

Description: Records document an institution's eligibility to participate in and its administration of Federal Title IV programs, including Federal Family Education Loan (FFEL), Direct Loan, Federal Perkins Loan, and Nursing Loan. Records include: Institutional Program Participation Agreement; recertification; education program eligibility; accreditation reviews and reports; state agency reports; audits and program reviews and consortia agreements between and among schools.

Retention: 7 years after expiration of agreement.

Federal Title IV Student Loan Records

Number: 0472-06-015

Description: This series document student eligibility for and administration of individual student loans under the Federal Title IV Aid Programs, including Federal Family Loan (FFEL), Direct Loan, Federal Perkins Loan, and Nursing Loan. Records may include but are not limited to: eligibility records (student and/or parent); applications; disbursement records; promissory notes; Student Status Confirmation Reports (SSCR); repayment schedules; statements of rights and responsibilities; documentation of all professional judgments decisions; financial aid history information; documentation of student's satisfactory academic progress.

Retention: Records relating to a borrower's eligibility: 5 years after the end of the award year in which the student last attended the institution; Records relating to administration of the loan: 5 years after the end of the award year in which aid was awarded and dispersed; Fiscal Operations Report, Application to Participate and supporting documentation: 5 years after the end of the award year in which the FISAP is submitted. Borrower's Loan Records: 5 years after loan repayment, debt cancellation, or assignment to the U.S. Department of Education. All other records: 5 years after the end of the award year in which the records are submitted.

Fraternity and Sorority Membership Records

Number: 0476-06-016

Description: This series documents personal information on each organization member.

Retention: 5 years after last enrollment.

Grade Change Reports

Number: 0472-06-017

Description: This series documents grade changes submitted by instructors through the academic departments to the registrar.

Retention: 5 years after record creation.

Graduate Student Tuition Remission Records

Number: 0472-06-018

Description: This series documents the remission of tuition for courses taken by eligible graduate students, such as research and/or teaching assistants.

Retention: 8 years.

Graduate Students Denied Admission/No Show Records

Number: 0472-06-019

Description: This series documents the application and evaluation process for students applying to enter an instructional unit's academic graduate program who are denied admission or who were admitted but failed to enroll or withdrew. Records may include but are not limited to: applications for admission to graduate school forms; departmental action forms; standardized examination reports; foreign student financial documentation; departmental or college supplemental application forms; departmental or college student application status reports; letters of recommendation; resumes; and transcripts.

Retention: 3 years after application term

International Student Records

Number: 0472-06-020

Description: This series documents institution assistance to international students who have applied for admission to academic programs. These records primarily concern institution admissions, immigration issues, and other non-academic matters. Records may include but are not limited to: letters of inquiry from prospective students; official replies to inquiries; copies of visas; scholarship information; institution admissions forms; graduate school applications; transcripts of previous college work; grade

reports of prior college work; grade reports from institutional courses; international student advisors' notes; degree completion certificates; explanations for student withdrawals; and recommendations and evaluations of students.

Retention: 5 years after graduation or date of last attendance but at least 1 year after final notice to Immigration and Naturalization Service; Non-admitted applicant records: 2 years.

Internship Program Records

Number: 0472-06-021

Description: This series is used to provide a record of the administration of student internship, practicum, and cooperative education programs. Records may include but are not limited to: applications for internships internal and external to the institution; agreements with departments; postings/notices; student resumes; transcripts; copies of contracts; and proposed institution listings.

Retention: 5 years.

Minority Scholars Program Records

Number: 0472-06-022

Description: This series documents the application, selection, and progress of students belonging to various minority groups who apply for minority scholarships. This series may contain but is not limited to: applications; candidate selection information; academic and personal information about applicants; notifications of award; notifications of denial of award; applicants letters of decline; and notifications of transfer to another institution.

Retention: 5 years after award notification.

Month-to-Month Transaction Reports

Number: 0472-06-023

Description: This series documents student loan activity on a monthly basis by transaction type.

Retention: 2 years.

National Testing Records

Number: 0472-06-024

Description: This series provides a record of the services rendered to clients by administering tests required of students seeking admission to various programs or seeking to substitute already acquired knowledge for formal college courses. Records may include but are not limited to: testing rules and regulations; rosters of test takers; seating charts; supervisors' reports; and vouchers for payment of testing. This series does not include test scores.

Retention: 3 years after testing date.

Pell Grant Reports

Number: 0472-06-025

Description: This series consists of copies of summary reports submitted to the Pell Grant Scholarship program on a routine basis. Reports summarize money awarded, received and disbursed, the balance remaining, and dates.

Retention: 5 years after audit.

13.2 Financial Documents

Georgia Code:

§ 50-6-6

[Georgia Code 50-6-6: Audit of School and University Systems; Local Boards of Education Authorized to Employ Accountants; Generally Accepted Accounting Standards; Audit Report Contents](#)

- (a)** It shall be the duty of the Department of Audits and Accounts thoroughly to audit and check the books and accounts of the county superintendents of schools and treasurers of local school systems, of municipal systems, of the several units of the University System of Georgia, and of all other schools receiving state aid and making regular and annual reports to the State School Superintendent, showing the amount received, for what purpose received, and for what purposes expended. All such funds held by officials must be kept in banks separate from their individual bank accounts.
- (b)** Notwithstanding any other provisions of this chapter, the local boards of education of the several county, independent, and area public school systems of this state shall be authorized to have an additional audit made of the books, records, and accounts of the public school system over which any such board has jurisdiction. The local boards of education shall be authorized to employ certified public accountants of this state to make the audits and to expend funds for the audits which are received by any such board for educational purposes.
- (c)** All audits of such public school systems shall be conducted in conformity with generally accepted standards and principles of governmental accounting and auditing and shall be subject to the standards, rules, and ethics promulgated by the Georgia Society of Certified Public Accountants and the American Institute of Certified Public Accountants. The audit report shall include the auditor's unqualified opinion upon the presentation of the financial position and the results of the operations of the public school system which is audited. If the auditor is unable to express an unqualified opinion, he shall so state and shall further detail the reasons for qualification or disclaimer of opinion including recommendations necessary to make possible future unqualified opinions.

Board of Regents Policy:

7.1

[BOR Policy 7.1: General Policy on Finance and Business](#)

7.1.1 Appropriation and Allocation of Funds

The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. The request shall be in full compliance with the instructions issued by the Governor's Office of Planning and Budget. The Board shall annually allocate funds to the University System of Georgia (USG) institutions at a meeting following the approval of the Appropriations Act and approve the budgets of the USG institutions, the University System Office, and pass-through and other attached organizations.

7.1.2 Accounting and Reporting

7.1.2.1 Procedures

Accounting and reporting procedures of the Board of Regents shall comply with accounting principles generally accepted in the United States of America (GAAP) applicable to public colleges and universities engaged in business-type activities, as prescribed by the Governmental Accounting Standards Board; federal, state, and local laws; Board of Regents' policies; and regulations approved by the Chancellor and published by the USG chief fiscal officer.

7.1.2.2 Deficits

When a situation develops that would create a deficit at an institution, the President of the institution shall take appropriate corrective action. If the President cannot take adequate corrective action to eliminate the deficit within the current fiscal year, he or she shall inform the Chancellor and the USG chief fiscal officer immediately.

7.1.2.3 Financial Report

The USG shall annually publish a USG consolidated financial report.

Board of Regents Business Procedures Manual:

8.0

8.3

[BOR Business Procedures Manual 8.0: Budget Process](#)

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[BOR Business Procedures Manual 8.3: Tuition and Fees](#)

Each year, the Board of Regents establishes tuition and mandatory fee rates for all USG institutions. Although rates are linked to formula funds through a cost sharing percentage, actual tuition rates may be adjusted annually to balance affordability, access and quality across all sectors of the University System. Institutions may request the Board to consider differential tuition rates for nationally-competitive graduate and professional programs. Institutions may also request the Board to consider special tuition rates

for distance learning courses and programs. For the purpose of setting special tuition rates, distance learning courses and programs shall be defined as those courses and programs in which 95% or more of class contact time is delivered by distance technology.

Mandatory fees are fees charged to all enrolled students. They include, but are not limited to, fees for intercollegiate athletics, student activities, student health services, parking, transportation, and/or facilities development.

13.3 Financial Responsibility

Board of Regents Policy:

9.7

[BOR Policy 9.7: Public Private Ventures](#)

Public Private Ventures (PPV) are essential to the implementation of strategic capital planning. Institutions shall manage assets financed with lease revenue bonds or loans in accordance with the requirements of the [Business Procedures Manual](#). All PPVs require approval of the Board of Regents. Planning and requests for additional capital liability obligations for PPVs shall be conducted in accordance with Board policies on Strategic Capital Planning and Capital Project Authorization, Procurement, and Contracting.

The Board of Regents will work with cooperative organizations to provide facilities that will be self-supporting from revenue generated. The Board of Regents may ground lease real property to a cooperative organization for the purpose of providing facilities for use by an institution. The Board of Regents may rent facilities from cooperative organizations. The cooperative organization shall offer the facilities as a gift to the Board of Regents upon termination of financing obligations or within 35 years of occupancy, whichever occurs sooner. The Board of Regents cannot incur debt and will have no legal or moral obligation for any debt incurred by cooperative organizations for these facilities.

The [Business Procedures Manual](#) contains additional information on cooperative organizations. The USG chief facilities officer and the University System of Georgia (USG) chief fiscal officer will establish guidelines for USG institutions and cooperative organizations in relation to PPVs.

The Board of Regents shall assess administrative fees for all PPVs.

Board of Regents Business Procedures Manual:

25.2.2

[BOR Business Procedures Manual 25.2.2: Capital Liability Burden and Debt Service Coverage Ratios](#)

After liquidity concerns have been addressed, USG will employ primarily two capital liability ratios to measure capacity and affordability: the capital liability burden ratio and the debt service coverage ratio.

$$\text{Capital Liability Burden Ratio (Debt Service to Operations)} = \frac{\text{Annual Lease Payments (Principal + Interest)}}{\text{Total Revenues}}$$

The capital liability burden ratio will be the USG’s key measurement ratio in accordance with Section 9.8.3 of the BOR Policy Manual. This ratio measures capital lease payments (rental payments) as a percentage of total revenues.

The numerator should be base rent, which is effectively the principal and interest portion of the annual rental costs. On several projects, base rent has been adjusted to allow the projects to cash flow properly. For those projects, the additional base rent also will need to be included. The renewals and replacements portion of the rental payments are not included in the numerator.

The denominator of the fraction, total revenues, should include operating revenues and non-operating revenues, excluding capital grants and gifts and special item transfers.

Section 9.8.3 of the BOR Policy Manual sets parameters for capital liability capacity as follows:

“The capital liability burden ratio shall not exceed five (5) percent for the USG taken as a whole; therefore, institutions shall strive to ensure that new PPV projects submitted for approval do not exceed five (5) percent. Institutions may, consistent with approved strategic objectives and sound fiscal management, submit proposed PPV projects that result in a capital liability burden ratio that exceeds five (5) percent; however, the proposed PPV project should not result in a capital liability burden ratio greater than seven (7) percent. Finally, institutions may, under extraordinary circumstances, submit projects that exceed the seven (7) percent capital liability burden ratio, but under no circumstances shall an institution submit a project for approval that exceeds a ten (10) percent capital liability burden ratio.”

$$\text{Capital Liability Debt Service Coverage Ratio} = \frac{\text{Oper Income (Loss) + Depreciation Exp + Non-Oper Rev + Interest Exp}}{\text{Annual Lease Payments (Principal + Interest)}}$$

This ratio measures the institution's ability to cover annual debt service payments from current year resources and is essential in verifying that annual lease payments do not consume an inordinate amount of current operating income. USG institutions should strive for a Capital Liability Service Coverage Ratio (Coverage Ratio) of at least 2:1.

The numerator comes from the Statement of Revenues Expenditures and Changes in Net Position (SRECNP). It includes operating income (loss) plus depreciation expense plus net non-operating revenues plus interest expense. Depreciation expense is added back because it is a significant non-cash expense and interest expense is added back to reverse the netting effect against non-operating revenues. Capital grants and Gifts are not included in the calculation.

The denominator is the same as the numerator used for the Capital Liability Burden Ratio, which is the base rent (principal and interest portion of the annual rental costs). As stated above, on those projects in which base rent has been adjusted to allow the projects to cash flow properly, the additional base rent also will need to be included. The renewals and replacements portion of the rental payments are not included in this calculation.

14.5.a Policy Compliance

Georgia Constitution:

Article VIII, Section IV, Paragraph I (a)

Article VIII, Section IV, Paragraph I (b)

[Constitution of the State of Georgia, Article 8, Section 4, Paragraph 1a: Board of Regents](#)

University System of Georgia; Board of Regents

(a) There shall be a Board of Regents of the University System of Georgia which shall consist of one member from each congressional district in the state and five additional members from the state at large, appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said board. The members in office on June 30, 1983, shall serve out the remainder of their respective terms. As each term of office expires, the Governor shall appoint a successor as herein provided. All such terms of members shall be for seven years. Members shall serve until their successors are appointed and qualified. In the event of a vacancy on the board by death, resignation, removal, or any reason other than the expiration of a member's term, the Governor shall fill such vacancy; and the person so appointed shall serve until confirmed by the Senate and, upon confirmation, shall serve for the unexpired term of office.

[Constitution of the State of Georgia, Article 8, Section 4, Paragraph 1b: Board of Regents](#)

University System of Georgia; Board of Regents

(b) The board of regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

Board of Regents Bylaw:

Section 4, Subsection 2

Section 5, Subsection 1

[BOR Bylaw 4.2: Election and Term of Office](#)

Effective July 1, 2011, unless otherwise determined by the Board, the Chair and the Vice Chair shall be elected at the November monthly meeting for a term to begin on January 1st and to end on December 31st of each year. Except as provided in Section 11 of Article IV of these Bylaws, no one person shall hold more than one office.

[BOR Bylaw 5.1: Duties of the Board and its Committees; In General](#)

The Board of Regents shall be responsible for the operation of the University System of Georgia as provided by the Constitution of the State of Georgia and laws enacted pursuant thereto. The Committees of the Board shall review policy matters in the areas of jurisdiction assigned to them and advise the Board as to what, if any, changes of policy should be made. Each of the standing Committees shall keep informed with respect to the manner in which the policies of the Board are being administered in its jurisdiction. The Board is responsible for establishing policy and exercising fiduciary oversight of the University System of Georgia. The Chancellor is responsible for executing Board policy. The Chair may authorize special Committees with whatever membership is desired by the Chair. Committees of the Board shall meet on the Tuesday preceding the second Wednesday of each month for which a meeting of the Board has been called, unless determined otherwise by the Chair of the respective Committee. The time and place of each Committee meeting, whether regular or special, shall be determined by the Chair of the Committee and communicated by the Secretary to the Board. Business transacted at all special meetings shall be confined to objects stated in the call. A Committee of the Board shall not consider any request for reexamination of matters that have been previously acted upon by the Board within a period of one year unless, upon presentation of new evidence, the Chair of the Committee determines that it should be reconsidered.

Board of Regents Policy:

2.8

[BOR Policy 2.8: Institutional Mission](#)

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state's public colleges and universities, which drive economic development and produce more educated individuals to contribute to the quality of life in the State. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State.

The function and mission of each USG institution is determined by the Board of Regents and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. The level at which the institution will operate;
2. The types of educational degree programs to be offered;
3. The cost of attending the institution (student tuition and fees);
4. The admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia; and,
5. The extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Academic & Student Affairs Handbook. USG institutions are classified according to the following functional sectors:

Research Universities, which offer a broad array of undergraduate, graduate, and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. The Nexus degree can be offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Institute of Technology	Research University	n/a	Georgia’s technological research institution
Georgia State University	Research University	State College	
University of Georgia	Research University	n/a	Georgia’s land-grant institution and agricultural experiment station
Augusta University	Research University	n/a	State’s dedicated health/sciences/medical college

Comprehensive Universities, which offer a number of undergraduate and master’s-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. The Nexus degree can be offered at comprehensive universities. Graduate programs at comprehensive universities are characterized as master’s-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities. It is expected that institutions within this sector will be committed to being world-class academic institutions.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Georgia Southern University	Comprehensive University	n/a	Approved for doctoral programs
Valdosta State University	Comprehensive University	n/a	Approved for doctoral programs
Kennesaw State University	Comprehensive University	n/a	Approved for doctoral programs
University of West Georgia	Comprehensive University	n/a	Approved for doctoral programs

State Universities, which offer a number of undergraduate and master’s-level programs, but very few doctoral programs. Associate-level degrees can be offered at these universities, but they are also typically limited. The Nexus degree can be offered at state universities. While teaching is a core focus at all USG institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Albany State University	State University	State College	n/a
Clayton State University	State University	n/a	n/a
Columbus State University	State University	n/a	Approved for doctoral programs
Fort Valley State University	State University	n/a	State’s 1890 land grant institution
Georgia College & State University	State University	n/a	State’s public liberal arts institution; approved for doctoral programs
Georgia Southwestern State University	State University	n/a	n/a
Middle Georgia State University	State University	State College	n/a
Savannah State University	State University	n/a	n/a
University of North Georgia	State University	n/a	State’s military college; approved for doctoral programs

State Colleges

Balanced Bachelor’s and Associate State Colleges

Institutions included in the balanced bachelor’s and associate-level state colleges group offer bachelor’s degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor’s and associate-level degrees with bachelor’s programs focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The Nexus degrees can be offered at state colleges. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research activity.

Associate Dominant-Select Bachelor’s State Colleges

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

Institution	Primary Section/Function	Secondary Sections/Function	Secondary Sections/Function
Abraham Baldwin Agricultural College	State College - Balanced Bachelor’s & Associate Degrees	n/a	State’s agricultural state college
Atlanta Metropolitan State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
College of Coastal Georgia	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Dalton State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Georgia Gwinnett College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a
Gordon State College	State College - Balanced Bachelor’s & Associate Degrees	n/a	n/a

East Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
Georgia Highlands College	State College - Associate Dominant, Select Bachelor's	n/a	n/a
South Georgia State College	State College - Associate Dominant, Select Bachelor's	n/a	n/a

Institutions with a Blended Function

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function with a primary sector function and a secondary function sector. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

No institution may operate as an institution with a blended function unless approved by the Board of Regents. When the Board approves an institution as having a blended function, the Board will also approve the institution's primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function and a list of institutions currently approved for a blended function can be found in the Academic & Student Affairs Handbook.

The Chancellor may, from time to time, direct institutions with a blended function on whether and to what extent the institution will implement primary functional sector requirements or secondary functional sector requirements.

Academic and Student Affairs Handbook:

Section 2.0

Section 2.3.2

Section 2.3.5

Section 2.4.2

[BOR Academic and Student Affairs Handbook 2.0: Academic Programs](#)

Introduction

Academic programs of the USG are administered under broad Board policies that grant considerable authority and responsibility to the presidents and faculty of USG institutions. However, some actions require administrative authorization or approval by the Board of Regents, the Chancellor, or a University System Office. See [Reference for Types of Approval and Notification of Academic and Related Matters](#) for types of approvals and notifications needed for various actions.

This section provides additional information about the following:

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[BOR Academic and Student Affairs Handbook 2.3.2: New Academic Programs](#)

New Degree Programs Overview

All proposals for new degree programs must be consistent with the college or university mission and must be high on the list of academic priorities as delineated in the institution's strategic plan. It is expected that the institution will have already planned for redirected internal resources toward support of the proposed program before asking for new resources centrally. Program proposals requesting new state funding should be forwarded to the Chancellor as a part of the annual budget request, which will be the only time program proposals requiring new state funds will be accepted for review.

The Office of Academic Affairs in the University System Office will review new proposals using the guidelines at the following URL: http://www.usg.edu/academic_programs/new_programs/.

[BOR Academic and Student Affairs Handbook 2.3.5: Degree Requirements](#)

Associate Degrees

An associate degree must include a minimum of 60 semester hours.

Associate of Arts and Associate of Science transfer degrees have a maximum of 60 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require).

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science (A.S.) in allied health areas in designated fields. Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Associate of Applied Science degrees and Associate of Science career degrees in allied health and nursing

have a maximum of 70 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require. These degrees must contain a minimum of 20 semester hours of general education.

Exceptions to the maximum degree length requirements indicated above may be made only with the approval of the Executive Vice Chancellor and Chief Academic Officer of the USG.

Baccalaureate Degrees

A baccalaureate degree program must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.

Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution's vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program. Likewise, changes above the minimum requirement for associate and master's degrees must be presented in the form of a request for waiver to degree-credit hour length with a rationale for such changes.

Master's Degrees

Master's degrees are established at a maximum of 36 semester hours. In some cases, the master's degree may require fewer than 36 hours but not contain fewer than 30 semester hours.

To offer a program above the 36-semester hour maximum, a request must be made to the Executive Vice Chancellor and Chief Academic Officer of the USG for approval.

[BOR Academic and Student Affairs Handbook 2.4.2: Areas A-F](#)

Every institution in the USG will have a core curriculum of precisely 42 semester hours and an Area F of precisely 18 hours. All students must meet the core requirements of the institutions from which they receive their degrees. However, see the rules regarding transfer credit in [Section 2.4.9, Transfer Rules](#).

Area	Area Name	Description	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 hours
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 hours
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing	At least 3 hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 hours
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.	At least 7 hours. At least 4 of these hours must be in a lab science course.
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 hours
F	Lower-Division Major Requirements	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours

The minimal for Areas D and E are lower than the hours required in these Areas in the 1998 core. This is not intended as a signal that institutions should reduce (or increase) the hours in these areas. The intent is to put this matter in the hands of the faculty of individual institutions by roughly requiring two courses in each of Areas C–E. See [Section 2.4.4](#), for details regarding Area D.

