



**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA**  
**270 Washington Street, S.W.**  
**Atlanta, Georgia 30334**

**Wednesday, August 20, 2014**

<u><b>Approximate Times</b></u>	<u><b>Tab</b></u>	<u><b>Agenda Item</b></u>	<u><b>Presenter</b></u>
<b>8:30 AM</b> Room 5158	<b>1</b>	Intercollegiate Athletics Committee	Regent Benjamin Tarbutton
<b>9:00 AM</b> Room 7019	<b>2</b>	Executive & Compensation Committee	Chairman Philip Wilheit
<b>9:30 AM</b> Room 7007	<b>3</b>	Call to Order	Chairman Philip Wilheit
	<b>4</b>	Safety Briefing	Chief Bruce Holmes
	<b>5</b>	Invocation/Pledge of Allegiance	Regent Benjamin Tarbutton
	<b>6</b>	Approval of May 20 <sup>th</sup> Minutes May 30 <sup>th</sup> /June 6 <sup>th</sup> / June 30 <sup>th</sup>	Secretary J. Burns Newsome
	<b>7</b>	Special Recognition Dr. Lamar Veatch Mr. Peter Hickey Mr. John Millsaps	Dr. Steve Wrigley Dr. Steve Wrigley Mr. Tom Daniel
	<b>8</b>	UGA Doctoral Students' Three Minute Thesis (3MT)	Ms. Shelley Nickel Ms. Yonat Eshchar, UGA Mr. Alex Harkess, UGA
<b>10:05 AM</b>	<b>9</b>	Jackson Spalding Update	Dr. Houston Davis Ms. Laura Lee, Jackson Spalding
<b>10:35 AM</b> Room 5158 Room 5158 Room 5158		<u><b>Track I Committee Meetings</b></u>	
	<b>10</b>	Academic Affairs	Regent Larry Ellis
	<b>11</b>	Personnel & Benefits	Regent Don Waters
	<b>12</b>	Organization & Law	Regent Richard Tucker
<b>10:35 AM</b> Room 7007 Room 7007 Room 7007		<u><b>Track II Committee Meetings</b></u>	
	<b>13</b>	Finance & Business Operations	Regent T. Rogers Wade
	<b>14</b>	Economic Development	Regent C. Dean Alford
	<b>15</b>	Real Estate & Facilities	Regent Larry Walker

**BOARD OF REGENTS MEETING AGENDA**  
**Wednesday, August 20, 2014**

<b><u>Approximate Times</u></b>	<b><u>Tab</u></b>	<b><u>Agenda Item</u></b>	<b><u>Presenter</u></b>
<b>12:25 PM</b> Room 7010	<b>16</b>	Board Luncheon	
<b>1:25 PM</b> Room 7007	<b>17</b>	Reconvene	Chairman Philip Wilheit
	<b>18</b>	COW: Shared Services Update	Regent T. Rogers Wade Mr. John Brown
	<b>19</b>	COW: Internal Audit, Risk and Compliance Finance and Business Operations <i>Tuition Waivers</i>	Regent E. Scott Smith Mr. John Fuchko Mr. John Brown
	<b>20</b>	Chancellor's Report	Chancellor Henry Huckaby
<b>2:25 PM</b> Room 7007	<b>21</b>	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Economic Development D. Finance & Business Operations E. COW: Internal Audit, Risk, and Compliance AND Finance & Business Operations F. Intercollegiate Athletics G. Organization & Law H. Personnel & Benefits I. Real Estate & Facilities	Chairman Philip Wilheit Regent Larry Ellis Regent C. Dean Alford Regent T. Rogers Wade Regent E. Scott Smith  Regent Benjamin Tarbutton Regent Richard Tucker Regent Don Waters Regent Larry Walker
	<b>22</b>	Unfinished Business	Chairman Philip Wilheit
	<b>23</b>	New Business	Chairman Philip Wilheit
	<b>24</b>	Petitions and Communications	Secretary J. Burns Newsome
	<b>25</b>	Executive Session	Chairman Philip Wilheit
	<b>26</b>	Adjournment	Chairman Philip Wilheit

**AGENDA**  
**COMMITTEE ON INTERCOLLEGIATE ATHLETICS**

**August 20, 2014**

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**INFORMATION ITEMS**

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## AGENDA

### COMMITTEE ON INTERCOLLEGIATE ATHLETICS

August 20, 2014

#### 1. **Information Item: Update on Planned Special Review of Intercollegiate Athletics**

Board Policy 4.5.6 states that the “USG shall periodically review institutional intercollegiate athletics programs for financial and program soundness.” Additionally, the USG Strategic Plan and Public Agenda 2013 – 2018 Strategic Imperative 3 states that the USG “will ensure that the research, teaching and service resources and assets in higher education are efficiently and effectively utilized and serve as an investment in the future of Georgia.”

The Board and the Chancellor have authorized a system-wide special review of intercollegiate athletics. This review will be coordinated through the USG Office of Internal Audit and Compliance and will involve both System Office and campus personnel. Additionally, an advisory group of athletic directors representing multiple USG institutions and each sector have agreed to advise the special review team.

The special review fieldwork will commence in September 2014 and it is anticipated that fieldwork will take three to four months. Final results will be summarized by the Office of Internal Audit and Compliance and shared with the Committee, the Chancellor, and USG institutions. Key areas to be addressed by the special review include:

- 1) Describing trends in athletic operations, finances, staffing, and fees to include a comparison with selected other states;
- 2) Identifying “best practices” and recommendations for updated procedures pertaining to issues and risks facing athletic operations, potential management efficiencies, etc.;
- 3) Comparing athletic operations to the requirements outlined in the Board Policies governing auxiliaries and intercollegiate athletics;
- 4) Reviewing compensation, travel, use of Federal Work Study and other management practices to ensure compliance with applicable laws, rules, and regulations;
- 5) Assessing the status of athletic facilities as it pertains to facility cost, financing, etc.; and,
- 6) Conducting other analysis and research as deemed needed by the Board or the Chancellor.

**AGENDA**  
**EXECUTIVE & COMPENSATION COMMITTEE**

**August 20, 2014**

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**EXECUTIVE SESSION**

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**1. Information Item: Public-Private Partnerships**

Associate Vice Chancellor for Fiscal Affairs Susan Ridley will update the committee on the University System of Georgia's Public-Private Partnerships initiative.

**2. Executive Session: Personnel Matters & Presidential Searches**

The Committee will discuss personnel matters, as well as presidential searches. Materials will be distributed in Executive Session.

# AGENDA

## COMMITTEE ON ACADEMIC AFFAIRS

August 20, 2014

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**STANDING FOCAL AREAS**

- Complete College Georgia
- Academic Program Inventory and Productivity
- New Instructional Delivery Models

**INFORMATION ITEM**

- Annual Academic Program Report

1. **Establishment of a Master of Science in Criminal Justice, Clayton State University**

**Recommendation:** That the Board approve the request of President Thomas (“Tim”) Hynes that Clayton State University (“CLSU”) be authorized to establish a Master of Science in Criminal Justice, effective August 20, 2014.

**Program Summary:**

Clayton State’s undergraduate in Criminal Justice program – established approximately a decade ago – has maintained steady enrollments of approximately 250 majors for at least the last five years and is currently the third most sought after major in the College of Arts and Sciences. The M.S. in Criminal Justice will build off of the strength of this successful undergraduate program by offering educational services to post-baccalaureate students interested in furthering their careers and knowledge-base in criminal justice. A solid core of full-time criminal justice and support faculty and staff already exist at CSU minimizing the start-up expenses typically associated with new master’s programs. The proposed M.S. degree in criminal justice at Clayton State will support nationwide increases in demand for law enforcement personnel and leadership.

This program is intended to comprehensively prepare students for leadership positions in the justice and law enforcement professions and is designed for three specific student populations: (1) practitioners already in the field seeking to improve their credentials and knowledge base for professional advancement (2) students already holding a bachelor’s degree seeking to improve their credentials and knowledge base in criminal justice for the purposes of professional development; and (3) students interested in advanced graduate studies in criminology and criminal justice. The intended degree program will offer two distinct academic tracks, (1) Administration of Justice – emphasizing a comprehensive understanding of crime and criminal justice research, policy planning, and criminal justice administration and (2) Criminology, Law and Society – for students who desire more advanced preparation for intended doctoral studies in criminology or criminal justice, and for students interested in pursuing careers as criminal justice research and policy analysts. Instruction for both tracks will be delivered on campus in a traditional classroom or hybrid format.

**List of Similar Existing USG Programs and Productivity:**

Institution	Academic Program Name	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Albany State University	Master of Science in Criminal Justice	8	17	6	19	15
Armstrong State University	Master of Science with a major in Criminal Justice	4	0	7	4	4
Georgia College & State University	Master of Science in Criminal Justice	8	9	5	9	8
Georgia State University	Master of Science with a major in Criminal Justice	7	10	8	8	9

Kennesaw State University	Master of Science with a major in Criminal Justice	NA	NA	NA	0	4
University of North Georgia	Master of Science with a major in Criminal Justice	NA	NA	NA	0	0
Valdosta State University	Master of Science with a major in Criminal Justice	7	6	6	10	4

**Projected Enrollment:**

	First FY	Second FY	Third FY	Fourth FY
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>				
Shifted from other programs	10	15	15	20
New to the institution	5	15	20	20
<b>Total Majors</b>	15	30	35	40

**Fiscal Summary:**

Clayton State will reallocate resources from existing sources in order to fund start-up costs associated with the program. These start-up costs are primarily due to shifting some faculty to a graduate course load and hiring additional part-time faculty to assist with affected undergraduate courses.

**Facilities Impact:**

The program will be located at Clayton State University's main campus and will be delivered using existing space and technology infrastructure at the institution.

**Accountability:**

The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

2. **Establishment of a Bachelor of Science in Manufacturing Engineering BSMfgE, Georgia Southern University**

**Recommendation:** That the Board approve the request of President Brooks A. Keel that Georgia Southern University (“GSOU”) be authorized to establish a Bachelor of Science in Manufacturing Engineering, effective August 20, 2014.

**Program Summary:**

The proposed Manufacturing Engineering program will be a traditional classroom-based undergraduate degree program. The curriculum will prepare graduates to take their place as facilitators and implementers of engineering designs in a manufacturing setting. Graduates will have the knowledge and insights to communicate effectively with design engineers, production and assembly personnel. Graduates will be applied problem solvers and they will have knowledge of materials, processing, design, facilities layout, safety, quality and automation. The curriculum will be practice-oriented, laboratory intensive, application-based, and hands-on. Courses will be delivered primarily by full-time tenure-track faculty and adjunct or clinical faculty with professional experience that they can apply to help their students become career-ready.

There is no similar (ABET) accredited program at Georgia Southern, within the University System, or within the southeastern United States. This program will supplement and complement the existing Engineering programs at Georgia Southern. A Manufacturing Engineering program would enable Georgia Southern to prepare practice-ready manufacturing engineers who are in high demand by current and prospective employers due to the resurgence of manufacturing in the US and the aging workforce of existing manufacturing engineers.

Creation of a Southeastern Materials and Manufacturing Applied Research Center is a key element of this program’s contribution to the economic development of South Georgia and support of our regional and state manufacturers. Both academic and scholarly activities will be greatly enhanced by bringing together programmatic faculty, graduate students and undergraduates in a vibrant learning and research environment. The Center will also serve regional outreach and development by providing applied research, development, and technical support to manufacturing industries and companies. The Center, in concert with the Herty Advanced Materials Development Center, can also conduct pilot manufacturing studies and projects in advanced materials applications and manufacturing processes.

**Degree Credit Hour Waiver:**

GSOU seeks approval for a degree credit hour waiver for this degree. The program curriculum for the BSMfgE program requires 132 credit hours for graduation, the same as GSOU’s other engineering programs, because the curriculum is practice-oriented and includes credit-hour intensive laboratory courses. Additionally, there are accreditation-mandated requirements, which build upon the extensive University core expectations.

**List of Similar Existing USG Programs and Productivity:**

No other manufacturing engineering programs are currently available in the system

**Projected Enrollment:**

	First FY	Second FY	Third FY	Fourth FY
<b>ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>		40	94	163
Shifted from other programs	10	15	18	21
New to the institution	30	39	51	61
<b>Total Majors</b>	40	94	163	245

**Fiscal Summary:**

This is a new program requiring new faculty hires and some build-out of facilities over time. Based on projected student enrollments, the program is expected to reach break-even in FY2019. President Keel has made a commitment to fund this program entirely through redirection of existing funds and funds made available from the termination of low-producing programs. According to financial projections, this will require Georgia Southern to reallocate \$1,017,556 in FY 2015, \$1,221,101 in FY 2016, \$1,342,700 in FY 2017, and \$231,292 in FY 2018.

**Facilities Impact:**

The program will be delivered using existing space and technology infrastructure at the institution. As the program grows, additional facilities will be needed.

**Accountability:**

The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

### 3. **Establishment of a Master of Occupational Therapy, Georgia State University**

**Recommendation:** That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish a Master of Occupational Therapy ,effective August 20, 2014.

#### **Program Summary:**

The proposed occupational therapy (OT) degree program will produce practitioners with actual clinical skills who will improve people’s lives through caring attitudes, skills in collaboration and communication, a desire to engage in life-long learning, an understanding of health care and education systems, skills in clinical reasoning, competence in ethical and responsible decision making, and respect for the dignity of all individuals. The program will prepare graduates to provide high-quality healthcare by meeting consumer needs in changing healthcare delivery settings. An increasing elderly population, individuals with disabilities or limited function, and children with special needs along with their families are driving the growth in the demand for OT services.

Students who graduate from an accredited OT degree program are eligible to sit for the national certification examination for occupational therapists. Graduates are well prepared to work in diverse environments such as hospitals, rehabilitation centers, schools, small medical offices and clients’ homes. This proposed degree will offer an innovative entry-level practitioner-focused graduate degree in occupational therapy (OT/M) that provides occupational therapists with advanced clinical practice, teaching and management skills. Thus, program graduates will be qualified for a diverse range of working environments that will prepare them to become leaders in the profession.

There are only two institutions in the state of Georgia that offer the Master’s in Occupational Therapy degree. Brenau University offers classes at their Norcross and Gainesville campuses while Georgia Regents University offers classes in Augusta. Georgia Regents University and Brenau University together produced only 63 new OT’s in 2011, the most recent year for which data is available (39 from GRU and 24 from Brenau). This output is inadequate to meet the state’s needs for occupational therapists, particularly given the growing population of elderly in Georgia.

#### **Degree Credit Hour Waiver:**

Georgia State University seeks approval for a degree credit hour waiver for this degree. The program curriculum requires 70 credit hours due to accreditation and licensure mandated requirements.

**List of Similar Existing USG Programs and Productivity:**

Institution	Academic Program Name	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Georgia Regents University	Master of Health Science in Occupational Therapy	20	32	40	39	40

**Projected Enrollment:**

	First FY 2016	Second FY 2017	Third FY 2018	Fourth FY 2019
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>				
Shifted from other programs	0	0	0	0
New to the institution	0	12	25	40
<b>Total Majors</b>	<b>0</b>	<b>12</b>	<b>25</b>	<b>40</b>

**Fiscal Summary:**

A department chair and a full-time faculty member to serve as the Field Placement Coordinator will be hired during the first year, and an additional six full-time and five part-time time faculty will be hired over FY 16-18. Internal funds will be reallocated to support start-up of the program.

**Facilities Impact:**

The program will be delivered using existing space and technology infrastructure at the institution.

**Accountability:**

The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

4. **Establishment of a Bachelor of Science with a major in Management and Administration, Gordon State College**

**Recommendation:** That the Board approve the request of President Max Burns that Gordon State College (“GSC”) be authorized to establish a Bachelor of Science with a major in Management and Administration effective August 20, 2014.

**Program Summary:**

Gordon State has offered the Associate of Science transfer degree with an emphasis in business administration for over forty years. This degree has consistently been one of the most popular degree concentrations on campus and hundreds of students seeking careers in management and administration have needed to leave the area to seek a four year degree. Consistent with the evolution of Gordon State’s mission, the Bachelor of Science in Management and Administration (BSMA) will bring affordable, supportive access to students preparing to meet the changing labor force demands of the region. As an extension of the access element of its mission, Gordon State’s Department of Business and Public Service will seek to develop articulation agreements with nearby Southern Crescent Technical College to offer central Georgia students a more direct, cost effective route to the BSMA.

The proposed program will uniquely integrate a business oriented core with diverse student interests in the arts and sciences as they pertain especially to public service. Specifically, the program will require a core of 21 hours in the key areas of management, finance, marketing, administration, and technology alongside two concentration areas: (1) Public Service, 12 hours of upper-level electives drawn from psychology, sociology, and human services courses; and (2) Professional Communication, 6 hours of upper-level electives drawn from English and communication courses. Students in this program will complete a capstone experience and submit a portfolio, developed throughout the junior and senior years, demonstrating the ability to integrate management and public service concepts, including examples of communication skills in diverse areas of written, verbal, and visual communication, and developing self-actualization skills enabling them to maximize their potential in the labor market.

Delivery of the program will emphasize hybrid classes featuring blended learning, combining online learning with face-to-face meetings especially scheduled for the convenience of diverse student audiences. The first two years of the program can be completed at Gordon State’s main campus in Barnesville as well as at the Henry County Academy for Advanced Studies. The junior and senior level classes will be based at the Barnesville campus.

**List of Similar Existing USG Programs and Productivity:**

Institution	Academic Program Name	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Albany State University	Bachelor of Science with a major in Management	75	58	77	95	59
Bainbridge State College	Bachelor of Science with a major in Management	NA	NA	NA	NA	0

Clayton State University	Bachelor of Applied Science with a major in Administrative Management	35	40	38	37	42
Clayton State University	Bachelor of Business Administration with a major in Management	35	69	59	59	53
Columbus State University	Bachelor of Business Administration with a major in Management	60	66	58	54	38
Dalton State College	Bachelor of Business Administration with a major in Management	23	41	33	23	32
Fort Valley State University	Bachelor of Business Administration with a major in Management	28	28	23	34	43
Georgia College & State University	Bachelor of Business Administration with a major in Management	82	89	98	92	128
Georgia Regents University	Bachelor of Business Administration with a major in Management	47	42	37	36	42
Georgia Southwestern State University	Bachelor of Business Administration with a major in Management	68	78	99	119	101
Kennesaw State University	Bachelor of Business Administration with a major in Management	279	244	294	271	245
Middle Georgia State College	Bachelor of Applied Science with a major in Business Management	0	0	0	0	0
Savannah State University	Bachelor of Business Administration with a major in Management	32	38	23	38	40
Southern Polytechnic State University	Bachelor of Applied Science with a major in Business Management	NA	NA	NA	NA	0
University of Georgia	Bachelor of Business Administration with a major in Management	173	219	233	194	192
University of North Georgia	Bachelor of Business Administration with a major in Management	67	67	93	70	80
University of West Georgia	Bachelor of Business Administration with a major in Management	120	118	126	117	121

Valdosta State University	Bachelor of Business Administration with a major in Management	76	91	91	77	86
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**Projected Enrollment:**

	First FY	Second FY	Third FY	Fourth FY
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>		26	24	24
Shifted from other programs	3	0	0	0
New to the institution	25	25	25	25
<b>Total Majors</b>	28	51	49	49

**Fiscal Summary:**

No new faculty members are necessary to begin the program. With the approval of this degree program, recruitment will begin for an additional doctorally- prepared business faculty member in the second year of implementation of the program. All program costs will be funded through reallocation of the institution's existing budget.

**Facilities Impact:**

The program will be delivered using existing space and technology infrastructure at the institution.

**Accountability:**

The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

**5. Establishment of a Master of Education with a major in Teacher Leadership (online), University of Georgia**

**Recommendation:** That the Board approve the request of President Jere Morehead that The University of Georgia (“UGA”) be authorized to establish a Master of Education with a major in Teacher Leadership, effective August 20, 2014.

**Program Summary:**

The M.Ed. in Teacher Leadership at the University of Georgia is a 36 semester-hour professional degree tailored for preK-12 teachers who have five or more years of teaching experience in schools. Part of the degree requirements will allow candidates to be eligible to be endorsed by the Georgia Professional Standards Commission (GaPSC), the entity that oversees teacher accreditation in the state. An endorsement is an “add-on” to a teaching license and/or certificate that signals knowledge and skills have been attained through an accredited program recognized by the GaPSC in the state of Georgia. The GaPSC has put forth the call for a graduate degree in Teacher Leadership for teachers already holding a bachelor’s degree to advance in the area of leadership, without leaving the classroom to assume an administrative position.

The program of study and the slate of courses will be across the different disciplines in such areas as Social Studies, Science, Mathematics, Elementary Education, Workforce Education, etc., in the UGA College of Education. This approach ensures that students will learn not only broadly about teacher leadership but will be able to be enriched through subject area concentrations in which teacher leadership drives instructional and curricular improvements and decisions.

The proposed degree will be the first college-wide, interdisciplinary degree. This degree is built on a 36-credit-hour plan of study, designed for applicants who are certified to teach in a GaPSC approved field, have been working as teachers in preK-12 public, private, or charter education for at least five years, who have been recommended by their supervisors as individuals with the potential to be teacher leaders, and whose system has made the commitment to make arrangements for the candidate to sustain the two-semester-long residency courses while working. Although the program is online, students must participate in a Residency by spending a proportion of time at three different school sites (elementary, middle, and high school) other than their own school.

**List of Similar Existing USG Programs and Productivity:**

Institution	Academic Program Name	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Clayton State University	Master of Education with a major in Teacher Leadership (includes online delivery)	NA	NA	NA	NA	NA
Columbus State University	Master of Education with a major in Teacher Leadership	NA	NA	NA	NA	0
Georgia Regents	Master of Education in Teacher	NA	NA	NA	0	1

University	Leadership					
Georgia State University	Master of Education with a major in Urban Teacher Leadership (previously was under the Master of Science degree)	6	7	4	5	4
Kennesaw State University	Master of Education with a major in Teacher Leadership	NA	NA	NA	NA	0

**Projected Enrollment:**

	First FY	Second FY	Third FY	Fourth FY
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>				
Shifted from other programs	0	0	0	0
New to the institution	15	15	15	15
<b>Total Majors</b>	15	30	30*	30

**Fiscal Summary:**

Two full-time faculty members will be shifted from currently-offered M.Ed. programs which are experiencing declining enrollments. Additional funds for part-time faculty and graduate assistants will be reallocated from the College of Education's existing budget.

**Facilities Impact:**

The program will be delivered using existing space and technology infrastructure at the institution.

**Accountability:**

The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

6. **a. Request for a Substantive Change to the existing Master of Arts in Teaching with majors in Secondary English, Secondary Mathematics, Secondary Earth Science, Secondary Biology, Secondary Chemistry, and Secondary History to a single Master of Arts in Teaching with a major in Secondary Education, Columbus State University**

**Recommended:** That the Board approve the request of President Timothy Mescon that Columbus State University (“CSU”) be authorized to substantively change the existing Master of Arts in Teaching (“MAT”) degree, effective August 20, 2014.

**Abstract:** The existing programs at Columbus State University have been structured as separate degrees for the past several years. Similar to other MAT programs in the University System of Georgia, the university would like to treat the Master of Arts in Teaching with a major in Secondary Education as one degree with multiple tracks. The consolidated degree program (the Master of Arts with a major in Teaching with a major in Secondary Education) will create a robust program in terms of enrollment and number of graduates while still allowing students to do advanced studies in their discipline. Total hours in the degree program will range from 42-49 hours depending on the track/concentration selected. Each track will continue to have the same credit hour requirement as it currently has as a stand alone major program.

6. **b. Request for a Substantive Change to the existing Master of Education with majors in English, Mathematics, Science, and Social Science to a single Master of Education with a major in Secondary Education, Columbus State University**

**Recommended:** That the Board approve the request of President Timothy Mescon that Columbus State University (“CSU”) be authorized to substantively change the existing Master of Education (“M.Ed.”) degree, effective August 20, 2014.

**Abstract:** The existing programs at Columbus State University have been structured as separate degrees for the past several years. Similar to other M.Ed. programs in the University System of Georgia, the university would like to treat the Master Education with a major in Secondary Education as one degree with multiple tracks. The consolidated degree program will create a robust program in terms of enrollment and number of graduates while still allowing students to do advanced studies in their discipline. There are no course/curriculum changes needed in any of the concentration areas in order to make this change. The M.Ed. with a major in Secondary Education will remain at 36 hours.

7. **a. Request for a Substantive Change to the existing Bachelor of Science with a major in Computer Information Systems to a Bachelor of Business Administration with a major in Information Systems, University of North Georgia**

**Recommended:** That the Board approve the request of Dr. Bonita Jacobs that University of North Georgia State (“UNG”) be authorized to substantively change the existing Bachelor of Science with a major in Computer Information Systems, effective August 20, 2014.

**Abstract:** Employers of UNG graduates have noted that IT/IS graduates would be stronger with exposure to business courses. Since many IS/IT graduates are mostly employed in small and medium sized businesses, it is crucial that they learn more about business topics to increase their value to their employers. The BBA in IS will give students a richer business foundation in the IS program than the current BS CIS degree allows. In addition, the current BS-CIS program does not meet accreditation standards for AACSB or ABET. UNG plans to pursue AACSB accreditation for the BBA / IS program which will be a direct benefit to students and the program. This request will not involve any changes in terms of faculty resources, institutional resource allocations, and admission requirements. Furthermore the courses already exist, although some course prefixes and names will change. The teach-out for the current BS-CIS will be fall 2017 semester.

7. **b. Request for a Substantive Change to the existing Master of Education (M.Ed.) degree with majors in Middle Grades Education, Secondary Education – English, Secondary Education – History, Secondary Education – Mathematics, and Secondary Education – Science to a single M.Ed. with a major in Curriculum and Instruction, University of North Georgia**

**Recommended:** That the Board approve the request of President. Bonita Jacobs that the University of North Georgia (“UNG”) be authorized to substantively change the existing Master of Education degree, effective August 20, 2014.

**Abstract:** In order to stay current with changes in the Georgia Professional Standards Commission (GAPSC) rules, UNG plans to consolidate five Secondary Education Master of Education (M.Ed.) and one Middle Grades Education M.Ed. degrees into one Master of Education in Curriculum and Instruction (C & I) degree that is aligned to the new Curriculum and Instruction standards adopted by the GAPSC in 2012. The M.Ed. in C & I will remain a 36 semester hour program in which students will complete 12-hours in research courses, 12-hours in curriculum and instruction courses, and select 12 hours from a GAPSC approved endorsement, a focus area of four cohesive courses designed to examine a specific area of instructional improvement, or guided electives.

8. **Termination of the Associate of Applied Science in Fire Management, Georgia Perimeter College**

**Recommended:** That the Board approve the request of interim President Rob Watts that Georgia Perimeter College (“GPC”) be authorized to terminate the Associate of Applied Science in Fire Management, effective August 20, 2014.

**Abstract:** Georgia Perimeter College seeks to terminate the Associate of Applied Science in Fire Management. The request to terminate is based on the institution’s ongoing review of academic programs. Students were notified of the academic programs’ phase-out during fall 2012. A teach-out plan was provided with final course offerings of the program during spring 2014. The institution has confirmed that there are no students matriculating through this major and there will be no adverse impact on faculty members or students.

9. **Termination of the Specialist in Education with a major in Teaching and Learning, Georgia State University**

**Recommended:** That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to terminate the Specialist in Education with a major in Teaching and Learning, effective August 20, 2014.

**Abstract:** Georgia State University seeks to terminate the Specialist in Education with a major in Teaching and Learning. The request to terminate is based on the institution’s ongoing review of academic programs and changes in teacher certification rules from the Georgia Professional Standards Commission. The department deactivated the program during fall 2011. The enrollment history and number of graduates within individual concentration areas within the academic program remained low each year for the last five years. The institution has confirmed that there are no students matriculating through this major and there will be no adverse impact on faculty members or students.

10. **Endorsement of an Associate of Science in Information Technology offered by Savannah Technical College to articulate with Armstrong State University**

**Recommended:** That the Board endorse the recommendation of President Linda M. Bleicken for Savannah Technical College to develop a new Associate of Science degree in Information Technology to articulate with Armstrong State University, effective August 20, 2014.

**Abstract:** This articulation agreement provides students who graduate from the proposed Associate of Science degree program in Information Technology at Savannah Technical College (STC), and who meet the Bachelor of Science in Information Technology transfer admission requirements at Armstrong State University (ASU), with the opportunity to enroll in a baccalaureate degree program as a rising junior. The major-specific curriculum has been modeled on programs offered at several state colleges within the USG. All associate of science degree courses identified in this agreement will be taught by Savannah Technical College faculty who meet the credentialing guidelines of SACS. This agreement has been approved by the faculty at both institutions. The new program will fully articulate only with Armstrong State University and students will be advised of the specificity of the program articulation agreement. Should students transfer from Armstrong State University to another USG institution, not all courses will be guaranteed to transfer.

**11. Institutional Mission Statement Modification, Columbus State University**

**Recommendation:** That the Board approve the request of President Timothy Mescon, that Columbus State University (“CSU”) be authorized to revise its institutional mission statement, effective August 20, 2014.

**Abstract:** President Mescon has requested that CSU be authorized to revise its mission statement. The revised mission statement was developed through a strategic planning initiative that engaged the University community. The revised mission has been approved through the appropriate governance processes at the institution. Both the current and revised mission statements are provided below.

**Current Mission Statement:**

~~To achieve academic excellence through teaching, research, creative inquiry and student engagement. To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. To achieve recognition as a leader in community development, regional economic development, and public-private partnerships.~~

**Revised Mission Statement:**

We empower people to contribute to the advancement of our local and global communities through an emphasis on excellence in teaching and research, life-long learning, cultural enrichment, public-private partnerships, and service to others.

**12. Institutional Mission Statement Modification, Georgia Gwinnett College**

**Recommendation:** That the Board approve the request of President Stanley (“Stas”) C. Preczewski, that Georgia Gwinnett College (“GGC”) be authorized to revise its institutional mission statement, effective September 1, 2014.

**Abstract:** President Preczewski has requested that GGC be authorized to revise its mission statement. Both the current and revised mission statements are provided below.

**Current Mission Statement:**

~~Georgia Gwinnett College provides access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.~~

**Revised Mission Statement:**

Georgia Gwinnett College provides access to targeted baccalaureate and **associate level degrees** that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region.

**13. Institutional Mission Statement Modification, University of West Georgia**

**Recommendation:** That the Board approve the request of President Kyle Marrero, that University of West Georgia (“UWG”) be authorized to revise its institutional mission statement, effective August 20, 2014.

**Abstract:** President Marrero has requested that UWG be authorized to revise its mission statement. The revised mission statement was developed through a strategic planning initiative that engaged the University community. The revised mission has been approved through the appropriate governance processes at the institution. Both the current and revised mission statements are provided below.

**Current Mission Statement:**

~~The University of West Georgia seeks to achieve preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.~~

**Revised Mission Statement:****Mission:**

The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community. UWG is committed to academic excellence and to community engagement, offering high-quality undergraduate, graduate, and community programs on-campus, off-campus, and online.

UWG, a charter member of the University System of Georgia (USG), is a comprehensive, SACSCOC level VI, public university, based in West Georgia with multiple instructional sites and a strong virtual presence. UWG supports students in their efforts to complete degrees in relevant programs, valuing liberal arts and professional preparation. Through effective and innovative teaching, experiential learning, scholarship, research, creative endeavor, and public service, UWG equips graduates to engage with and discover knowledge. UWG is dedicated to building on existing strengths and developing distinctive academic, research, and co-curricular programs and services that respond to economic development and identified regional, state and global needs, thus empowering alumni to contribute responsibly and creatively to a complex 21<sup>st</sup> Century global society.

#### 14. Institutional Mission Statement Modification, Valdosta State University

**Recommendation:** That the Board approve the request of President William J. McKinney that Valdosta State University (“VSU”) be authorized to revise its institutional mission statement, effective August 20, 2014.

**Abstract:** President McKinney has requested that VSU be authorized to revise its mission statement. The revised mission statement was developed through a strategic planning initiative that engaged the University community. The revised mission has been approved through the appropriate governance processes at the institution. Both the current and revised mission statements are provided below.

##### **Current Mission Statement:**

~~Since 1913, Valdosta State University has been a major provider of educational services for South Georgia. The beauty and consistency of its Spanish Mission style of architecture are indicative of its dedication to serving the region's heritage while developing programs and services to enhance its future.~~

~~Within the context of the University System's mission and vision, Valdosta State University possesses the core characteristics of a regional university.~~

~~The core characteristics include:~~

- ~~\* a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;~~
- ~~\* a campus wide commitment to a technologically enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well prepared student body, offers academic assistance, and provides learning enrichment for all students;~~
- ~~\* a range of disciplinary and interdisciplinary academic programming at the baccalaureate and master's levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral level programs;~~
- ~~\* a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's scope of influence;~~
- ~~\* a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to research in selected areas of institutional strength and focused on regional need.~~

~~As a regional university in South Georgia, Valdosta State cooperates with other University System institutions to ensure that the region receives the services it needs. To expand its programmatic outreach, it develops and offers programs by distance learning and at off-campus locations throughout the region. It will continue to exercise a leadership role in meeting the needs of the region, particularly in providing access to professionally oriented doctoral programs, primarily in education, and to applied research.~~

~~VSU prides itself on offering nationally accredited programs in Art, Business, Music, Nursing, Sports Medicine/Athletic Training, Speech Language Pathology, School Psychology, Theatre, Public Administration, Social Work, and Teacher Education which have a magnet effect beyond the institution's primary setting. In its academic credit programming, VSU will place a priority on developing existing programs that aid the educational, economic, cultural, and social advancement of its region and new programs in health related professions and public administration. The programs will continue to be supported by strong preparatory courses and majors in the humanities, sciences, and social studies. VSU also remains committed to pre-professional programs preparing its undergraduate students for medical, legal, technical, and other professional study.~~

~~In its service to students, VSU concentrates on those from the region including a large number of older, non-traditional students who live and work off campus and many who transfer from other institutions. To serve its region and to attain maximum educational benefits, the university promotes an atmosphere that attracts a diversified student body, of that a representative proportion will be minority students.~~

~~VSU promotes a successful learning experience by maintaining services for minority, disabled, veteran, international, and other students with special needs. To aid in developing the whole student, it provides counseling, health services, academic advising, special assistance, honors programs, international programs, career planning, and many co-curricular activities.~~

~~VSU is committed to providing life-long learning and to the economic and cultural development of its region. It offers various non-credit programs and services through the South Georgia Institute, College of the Arts Outreach, the Valdosta Symphony Orchestra, and other organizations. Community relations are enhanced through alumni services and VSU-TV and Radio. Community service and technical assistance are offered by faculty and staff in a variety of forms.~~

~~Research, scholarship, and creative endeavors exist primarily to meet the regional needs of schools, businesses, and other organizations and to promote faculty development and instructional improvement.~~

~~VSU aspires to improve continuously the quality and effectiveness of its programs, scholarship, and student services. Assessment of programs, the raising of standards, and the refinement of learning technologies will improve the university. To aid in obtaining this~~

~~objective, institutional research and planning, external funding, and collaborative relationships with other institutions will be promoted. To a great extent, VSU will continue to develop as a regional university serving its South Georgia constituency by implementing programs that meet student needs and providing the maximum opportunity for faculty development.~~

### **Revised Mission Statement:**

As a comprehensive institution of the University System of Georgia, Valdosta State University (VSU) is a welcoming, aware, and vibrant community founded on and dedicated to serving our communities' rich and diverse heritages. Through excellence in teaching, basic and applied research, and service, VSU provides rigorous programs and opportunities that enrich our students, our university, and our region. As such, the VSU mission consists of three interrelated parts:

#### **Student Mission:**

To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

#### **University Mission:**

To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders. To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.

#### **Regional Mission:**

To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

Valdosta State University fulfills its mission by focusing on inclusion in all aspects of the educational experience.

**15. a. Change in Board Policy 3.5.3 Grade Point Average Upon Academic Renewal**

**Recommendation:** That the Board approve the changes to Board Policy on Grade Point Average Upon Academic Renewal, effective August 20, 2014.

**Abstract:**

The proposed policy change below is intended to clarify Academic Renewal as it relates to returning students. Academic Renewal is an option for students who struggled academically and, after returning to an institution following a period of absence, request to start a new grade point average. Current Academic Renewal policy and procedure is ambiguous, as interpretation varies broadly across USG institutions, and is unnecessarily cumbersome to navigate. The Academic Renewal Policy working group has proposed changes primarily in process to be made in the Academic and Student Affairs Handbook and one change in Board of Regents policy below. These changes will ensure Academic Renewal is implemented in such a manner that it becomes a viable option for returning students and facilitates their successful completion of a degree. Additional background information and details on the recommended policy change can be found in the appendix.

**Current Policy Related to Academic Renewal:**

USG undergraduate students who have been readmitted or reinstated after a period of absence of five (5) calendar years or longer are eligible for academic renewal. Academic renewal for the student signals the initiation of a new grade point average to be used for determining academic standing. This provision allows USG degree-seeking students who earlier experienced academic difficulty to make a fresh start and have one final opportunity to earn an associate or bachelor's degree (BoR Minutes, June, 1995, p. 7).

**Proposed Policy Related to Academic Renewal:**

~~USG Undergraduate students who have been readmitted or reinstated after a period of absence of five (5) calendar years or longer are eligible for academic renewal are~~ **who are either returning to a USG institution or are transferring to a USG institution may be eligible for Academic Renewal.** Academic Renewal for the student signals the initiation of a new grade point average to be used for determining academic standing. This provision allows USG degree-seeking students who earlier experienced academic difficulty to make a fresh start and have one final opportunity to earn an associate or bachelor's degree.

15. **b. Change in Board Policies:**  
**(1). 3.3.2 Learning Support Programs,**  
**(2). 3.5.1.1 Grades Approved in Determining the Grade Point Average,**  
**(3) 3. 4.2.1.1 Freshmen Requirements,**  
**(4) 4.2.1.2 Exceptions to Freshmen Admission Requirements for Special Groups of Students,**  
**(5) 4.2.1.4 Non-Traditional Students and**  
**(6) 4.2.2.3 Admission of Non-Degree Students**

**Recommendation:** That the Board approve the changes to Board Policy on Learning Support Programs, Grades Approved in Determining Grade Point Average, Freshman Requirements, Exceptions to Freshmen Admission Requirements for Special Groups of Students, Non-Traditional Students, and Admission of Non-Degree Students, effective August 20, 2014.

**Abstract:**

Nationally, outdated and ineffective policies on remediation have been identified as creating major barriers to college completion. Over the past year, two USG remediation Task Forces, two Ad Hoc Committees on Remediation, and representatives from most USG institutions have participated in discussions on how to improve remediation within the USG, culminating in an effort by the Remediation Policy and Procedure Committee to rewrite policies and procedures to align with the recommendations of these bodies. While most of the changes are changes in process, and will be made in the Academic and Student Affairs Handbook, six of the changes involve Board of Regents policy. These changes will align the guidance provided by the BOR Policy Manual with the best processes and practices in remedial education. Current policies and additional background information and details on the recommended policy change can be found in the appendix.

**Proposed Policies Related to Learning Support**

**3.3.2 Learning Support Programs:**

Each institution that admits students required by USG policy to enroll in Learning Support courses before or as they attempt core curriculum courses shall have a **separate department or division for meeting the academic needs of such students.** The program shall be designed, at a minimum, to meet the specific needs of students who, according to USG placement standards, must enroll in Learning Support. Institutions may set higher standards for placement, and the program may include other **Learning Support** components.

~~Each such department or division shall have its own budget and staff and shall report directly to the chief academic officer or to his/her designee.~~

The USG chief academic officer will issue administrative procedures regarding the operation of these programs (BoR Minutes, 1972-73, pp. 533-37; 1978-79, p. 162; 1982-83, pp. 119-21, 1986-87, p. 102; 1992-93, p. 241; Feb., 2007, p. 37).

**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:

<b>Grade</b>	<b>Grade Point Average</b>
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.

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 (BoR Minutes, February 2009).

Institutions are permitted to use **grades other than those in the** Uniform Grading System for the purpose of grading student progress in Learning Support or Developmental Studies **(see Academic and Student Affairs Handbook 2.9.1 for information on grading in Learning Support courses)**. (BoR Minutes, 1974-75, pp. 109-11).

#### **4.2.1.1 Freshmen Requirements:**

Students applying for freshman admissions to a USG institution must meet the following criteria.

##### **Required High School Curriculum:**

Completion of the USG's Required High School Curriculum ("RHSC") requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.

Students applying to any institution must present credit for sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. The 16 (17 for students who graduate in 2012 or later) specified USG units are:

1. **MATHEMATICS:** Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.
2. **ENGLISH:** Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
3. **SCIENCE:** Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.
4. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
5. **FOREIGN LANGUAGE:** Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language may be used to satisfy this requirement.

In addition to these minimum requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

##### **Freshman Index:**

Effective Fall semester 2011, presidents of state and two-year colleges at their option shall require one of the following: a) submission of SAT/ACT test scores and meeting of the

Freshman Index, as described below; or b) a minimum high school grade point average (HSGPA) and mandatory placement testing in lieu of SAT/ACT test scores for admissions.

A designated score on the Freshman Index (“FI”), which is based on a combination of a student’s SAT I or ACT assessment scores and high school grade point average (HSGPA). The Freshman Index is:

1.  $FI = 500 \times (HSGPA) + SAT \text{ Verbal/Critical Reading} + SAT \text{ I Math (or)}$
2.  $FI = 500 \times (HSGPA) + (ACT \text{ Composite} \times 42) + 88$

The minimum FI required for admission to a:

1. Research university is 2500;
2. Regional university is 2040;
3. State university is 1940; and,
4. State or two-year college is 1830.

In addition to the FI, students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state).

Students without these minimum scores but with SAT I scores of at least 330 Verbal and 310 Mathematics may be considered for admission to a two-year college, but will be required to exempt or exit ~~learning support~~ **Learning Support** (“LS”) in the areas of deficiency.

Institutions may set higher requirements for admission. Students meeting the minimum FI requirements are not guaranteed admission.

(BoR Minutes, August 2010)

#### **4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students:**

Students may also be admitted as freshmen based on alternative evidence of college readiness. **The following** are modified or additional requirements for specific groups of applicants.

##### **Limited Admissions Category:**

In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission.

The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with two-year colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.

The FI required for Limited Admission to a:

1. Research university is 2020;
2. Regional university, 1830; and
3. State university, 1790.

In addition to the FI, Limited Admissions students must have a minimum SAT Verbal/Critical Reading score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students with SAT I (or ACT equivalent) scores of at least 330 Verbal and 310 Math may be considered for Limited Admission to a two-year college, but will be required to exempt or exit **Learning Support** in the areas of deficiency **according to USG procedure (see Academic and Student Affairs Handbook 2.9.1).**

At research, regional, and state universities, students granted Limited Admission must also have completed the sixteen (16)-unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state and two-year colleges, students may be considered for Limited Admission if they have a high school diploma or GED and meet the minimum SAT/ACT score requirements. A GED is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.

Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum units deficiencies in accordance with USG procedures. They must also be screened, as applicable, for placement in **LS Learning Support** courses using a placement test administered by a USG institution and must meet USG criteria for exemption or exit of learning support in reading, English, and mathematics. **USG placement criteria and must meet criteria for exemption or exit of Learning Support in English (reading/writing) and mathematics.**

For students transferring from a ~~Commission on Colleges (COC)~~ **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**-accredited Technical College System of Georgia (TCSG) technical college, comparable scores from the TCSG technical college may be used according to guidelines issued by the Executive Vice Chancellor and Chief Academic Officer.

#### **Presidential Exceptions:**

Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential. Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.

#### **Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools:**

Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college-preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.

A student whose SAT Composite (Verbal/Critical Reading plus Mathematics) (or ACT equivalent) score is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by a portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.

Students in this category must also meet the minimum SAT Verbal/Critical Reading requirement and the minimum SAT Mathematics requirement (or ACT equivalent) for the sector to which they apply.

Applicants who achieve designated scores on each of the following SAT II Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or Physics.

Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT I scores and documentation of partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.

#### **Admission of Students with Outstanding Scores:**

Students who demonstrate very high academic ability by achieving a composite SAT Composite (Verbal/Critical Reading plus Math) score in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. An ACT score which is equivalent to this SAT score may also be used.

Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. ~~Students must satisfy any Required High School Curriculum deficiencies in areas other than English or mathematics through college coursework.~~

Students admitted in this section will not count in an institution's Limited Admissions exceptions.

#### **Admission of International Students:**

Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.

**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 Required High School Curriculum in these areas. Students 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.

**Dual Enrollment/Joint Enrollment/Early Admission of High School Students:**

The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:

1. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.
2. A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit.
3. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.

The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook (BoR Minutes, September 2004).

**Residential Programs:**

The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State College. Admissions and program requirements are established by the individual institutions (BoR Minutes, September 2004).

**Early College:**

Early Colleges enhance students' opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College (BoR Minutes, September 2004).

**4.2.1.4 Non-Traditional Students:**

In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning,

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.

The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.

### **Non-Traditional Freshmen:**

Non-traditional freshmen are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years and whose high school class graduated at least five years ago;
2. Hold a high school diploma from an accredited or approved high school as specified in [Section 4.2.1.1 of this Policy Manual](#) or have satisfactorily completed the GED; and,
3. Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be ~~screened~~ **evaluated** for placement in learning support courses using a placement test administered by a USG institution and must meet USG criteria for exemption or exit of Learning Support in reading, English, and Mathematics **Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).**

For students transferring from a ~~Commission on Colleges (COC)~~ **Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)**-accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.

As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Verbal/Critical Reading and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.

### **Non-Traditional Transfers:**

Non-traditional transfer students are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and,
2. Have earned thirty (30) or more transferable hours of college credit, as defined in [Section 4.2.1.1 of this Policy Manual](#).

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement ~~criteria~~ **evaluation** as appropriate.

### **4.2.2.3 Admission of Non-Degree Students:**

Institutions may permit students to enroll as non-degree students for a maximum of twelve (12) semester credit hours, including institutional credit. Students may not enroll in any course for which there is a Learning Support prerequisite unless they have been ~~screened~~ **evaluated** for and have **been** exempted **from** the relevant Learning Support course.

Institutions may permit students who have earned the baccalaureate degree from a regionally accredited institution to enroll as non-degree students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

**15. c. Change in Board Policy 4.2.1.3 Undergraduate Admission Requirements for Transfer Students**

**Recommendation:** That the Board approve the changes to Board Policy on Undergraduate Admission Requirements for Transfer Students, effective August 20, 2014

**Abstract:**

The proposed policy change below is intended to increase the flexibility students have to address Required High School Curriculum deficiencies. Students are expected to meet Required High School Curriculum requirements as a component of their admission to a USG institution. Currently, a student with Required High School Curriculum deficiencies can address them through a limited number of restrictive methods. The Required High School Curriculum Working Group has proposed changes primarily in process to be made in the Academic and Student Affairs Handbook and one change in Board of Regents policy below. These proposed changes will increase flexibility for students and decrease barriers to college completion. Current police and additional background information and details on the recommended policy change can be found in the appendix.

**Proposed Policy Related to Addressing Required High School Curriculum Deficiencies:**

Students with fewer than thirty (30) transferable semester credit hours must meet the freshman admission requirements at the institution to which they are transferring. Students who have earned thirty (30) or more semester hours must have completed any learning support and Required High School Curriculum deficiency requirements if transferring from a USG institution. Depending on the sector of the institution to which students transfer, students must meet the transfer grade point average, as indicated in the following table:

<b>MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS</b>		
<b>SECTOR</b>	<b>30-59 *SEMESTER CREDITS</b>	<b>60 OR MORE SEMESTER CREDITS</b>
<b>Research Universities</b>	At least 2.30 GPA** and have met all LS and RHSC requirements	At least 2.30 GPA
<b>Regional and State Universities</b>	At least 2.00 GPA** and have met all LS and RHSC requirements	At least 2.00 GPA
<b>State and Associate Degree Colleges</b>	Eligible to continue or return to sending institution	Eligible to continue or return to sending institution

\*Transferable Hours are defined as hours which would be acceptable by the receiving institution according to the USG's and the receiving institution's prevailing policies. ~~Excluded are institutional credit courses, Required High School Curriculum deficiency makeup courses, and vocational courses.~~ These hours should include transferable hours earned at all postsecondary institutions attended.

\*\* Transfer GPA is defined as the GPA calculated on all transferable hours (see previous definition) plus all attempted but unearned hours at regionally accredited institutions in courses applicable to transfer programs at the receiving institution.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at

regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission

**Priority Consideration**

In addition to the minimum transfer standards listed above, students must meet higher USG and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another USG institution who meet these established standards. Students meeting these higher standards would be ensured of receiving priority consideration for admission. In addition, transfer students must be given the same consideration as native students in determining program admissibility.

15. **d. Change in Board Policy 8.3.6, Criteria for Promotion and 8.3.7.3, Criteria for Tenure**

**Recommendation:** That the Board approve the changes to Board Policy on Criteria for Promotion and Criteria for Tenure, effective August 20, 2014.

**Abstract:**

The proposed policy changes below are intended to provide consistent language across Board policies regarding the minimum criteria for degree qualifications for faculty to be hired, and considered for tenure and promotion across different institutional sectors. Current Board policy uses different language when stating the minimum degree requirements for the initial appointment of faculty and the minimum degree requirements for tenure and promotion in rank. The recommended changes below bring the Board's criteria for tenure and promotion in line with the Board's criteria for faculty appointments and are also more in line with national disciplinary practice in higher education.

**Current Policy on Criteria for Promotion:**

**8.3.6 Criteria for Promotion**

Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review.

**8.3.6.1 Minimum for All Institutions in All Professorial Ranks**

The minimum criteria are:

1. Superior teaching
2. Outstanding professional service to the institution, and/or the community
3. Outstanding research, scholarship, creative activity or academic achievement
4. Professional growth and development

(BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

**8.3.6.2 Research and Regional Universities**

In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

### 8.3.6.3 State Universities

In addition to the minimum requirements above, promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

### 8.3.6.4 State and Two-Year Colleges

In addition to the minimum requirements above, promotion to the rank of professor requires a master's degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of full-time graduate or first professional study beyond the bachelor's degree. Longevity of service is not a guarantee per se of promotion (BoR Minutes, October 2008).

## **Proposed Policy on Criteria for Promotion:**

### 8.3.6 Criteria for Promotion

Each USG institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the USG chief academic officer for review.

#### 8.3.6.1 Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

1. Superior teaching
2. Outstanding professional service to the institution, and/or the community
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4. Professional growth and development

(BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

#### 8.3.6.2 Research and Regional Universities

In addition to the minimum requirements above, promotion to the rank of associate or full professor requires the ~~earned doctorate~~ **terminal degree in the appropriate discipline** or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

#### 8.3.6.3 State Universities

In addition to the minimum requirements above, promotion to the rank of professor requires the ~~earned doctorate~~ **terminal degree in the appropriate discipline** or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

**8.3.6.4 State and Two-Year Colleges**

In addition to the minimum requirements above, promotion to the rank of professor requires a master's degree in the teaching discipline, or, in rare cases, the equivalent of two (2) years of full-time graduate or first professional study beyond the bachelor's degree. Longevity of service is not a guarantee per se of promotion (BoR Minutes, October 2008).

**Current Policy on Criteria for Tenure:****8.3.7.3 Criteria for Tenure****Minimum for All Institutions in All Professorial Ranks**

The minimum criteria are:

1. Superior teaching; Demonstrating excellence in instruction
2. Academic achievement, as appropriate to the mission
3. Outstanding service to the institution, profession, or community
4. Professional growth and development

(BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned, setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured.

**Research and Regional Universities**

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

**State Universities**

In addition to the minimum criteria above, tenure requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

**State and Two-Year Colleges**

In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor's degree. Longevity of service is not a guarantee of tenure.

**Proposed Policy for Criteria for Tenure:****8.3.7.3 Criteria for Tenure****Minimum for All Institutions in All Professorial Ranks**

The minimum criteria are:

1. Superior teaching; Demonstrating excellence in instruction
2. Academic achievement, as appropriate to the mission
3. Outstanding service to the institution, profession, or community
4. Professional growth and development

(BoR Minutes, October 2008)

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned, setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured.

**Research and Regional Universities**

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the ~~earned doctorate~~ **terminal degree in the appropriate discipline** or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

**State Universities**

In addition to the minimum criteria above, tenure requires the ~~earned doctorate~~ **terminal degree in the appropriate discipline** or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee of tenure.

**State and Two-Year Colleges**

In addition to the minimum criteria above, tenure requires at least the equivalent of two years of full-time study beyond the bachelor's degree. Longevity of service is not a guarantee of tenure.

**16. a. Redesignation and Establishment of the Z. W. Gramling Endowed Chair in Anesthesiology, Georgia Regents University**

Recommended: That the Board approve the request of President Ricardo Azziz that Georgia Regents University (“GRU”) be authorized to redesignate the existing Z. W. Gramling Professorship of Anesthesiology to establish an endowed Chair, effective August 20, 2014.

Abstract: Georgia Regents University seeks approval to redesignate the Z. W. Gramling special faculty position from its current designation as a Professorship of Anesthesiology to establish an Endowed Chair in Anesthesiology. The redesignation elevates the position based on additional philanthropic gifts provided to the institution. The MCG Foundation has confirmed that the endowment fund balance is \$542,494 which makes the fund eligible to be recognized as an endowed Chair. Funds are available to support the position. The position is named in honor of Dr. Zacharia W. Gramling, Sr., who was instrumental in reconstruction of the anesthesia elective program for medical students, the founding of the Respiratory Therapy Department of the College of Allied Health Sciences, and establishment of the institution’s Shock/Trauma Unit.

16. **b. Redesignation and Establishment of the Kellett Chair of Nursing, Georgia Regents University**

**Recommended:** That the Board approve the request of President Ricardo Azziz that Georgia Regents University (“GRU”) be authorized to redesignate the existing Kellett Chair of Nursing to establish an endowed Distinguished Chair, effective August 20, 2014.

**Abstract:** Georgia Regents University seeks approval to redesignate the existing Kellett *Chair* of Nursing special faculty position from its current designation to the Kellett *Distinguished Chair* of Nursing. The redesignation elevates the position based on additional philanthropic gifts provided to the institution. The MCG Foundation has confirmed that the endowment fund balance is \$1,199,332.68 which makes the fund eligible to be recognized as a Distinguished Chair. Funds are available to support the position.

16. **c. Establishment of the Ollie O. McGahee, Jr. M.D. Chair in Family Medicine, Georgia Regents University**

**Recommended:** That the Board approve the request of President Ricardo Azziz that Georgia Regents University (“GRU”) be authorized to establish the Ollie O. McGahee, Jr. M.D. Chair in Family Medicine, effective August 20, 2014.

**Abstract:** Georgia Regents University seeks approval to establish the Ollie O. McGahee, Jr. M.D. Chair in Family Medicine. The MCG Foundation has confirmed that the endowment fund balance is \$501,982 which makes the fund eligible to be recognized as an endowed Chair. Funds are available to support the position.

**Biosketch:** Dr. Ollie O. McGahee, Jr., born in 1934 in Augusta, Georgia, was a graduate of the Medical College of Georgia’s class of 1958, and a 1951 graduate of the Academy of Richmond County. He interned at Macon Hospital between years 1958 to 1959, and completed a General Practice residency at Macon Hospital in 1960, followed by a General Surgery residency in 1961.

Dr. McGahee was a member of the American Board of Family Practice and was a member of the exam committee for the American Academy of Family Physicians. Dr. McGahee was also a member of the Medical Association of Georgia and the American Society of Abdominal Surgeons. Dr. McGahee was recognized as the Family Physician of the Year in 1973, and received the Distinguished Service Award from the Georgia Academy of Family Physicians. He is also past president of the Georgia Academy of Family Physicians, past president of the MCG Alumni Association, past director of the American Board of Family Practice, and past vice president of the American Board of Family Practice.

16. **d. Establishment of the J. Mack Robinson Chair (focus on IT-Enabled Process Innovation and Supply Chains), Georgia State University**

**Recommended:** That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish the J. Mack Robinson Chair (focus on IT-enabled process innovation and supply chains), effective August 20, 2014.

**Abstract:** Georgia State University seeks approval to establish the J. Mack Robinson Chair with a focus on IT-enabled process innovation and supply chains within the J. Mack Robinson College of Business. The Georgia State University Foundation has confirmed that a total of \$500,000 is on deposit to support establishment of the special faculty position. The endowed chair has been developed to focus on innovation as well as supply chain and information technology enabled solutions that address societal problems and create business value. It is anticipated that the chair will combine perspectives from academia, practice, and across disciplinary boundaries to advance an understanding of how processes can create value. It is expected that the chair will contribute to the work of the Center for Process Innovation within the J. Mack Robinson College of Business.

16. **e. Establishment of the Carolyn Candell Tieger Professorship in Public Affairs Communication, University of Georgia**

**Recommended:** That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish the Carolyn Candell Tieger Professorship in Public Affairs Communication, effective August 20, 2014.

**Abstract:** The University of Georgia seeks approval to establish the Carolyn Candell Tieger Professorship in Public Affairs Communication. The professorship is supported by an endowment of \$266,545 as of June 30, 2014. During year 2013, Ms. Tieger pledged her intentions to fully fund the professorship within five years and committed an additional gift of \$750,000 from her estate to fund the position at the level of chair when her estate is realized, bringing the gift total to \$1,000,000. The endowed position will be used to enable Grady College to lead and collaborate on public affairs communications projects, serve student demand, and bolster potential faculty hiring initiatives. The Carolyn Caudell Tieger Professorship will be housed in the Grady College Department of Advertising and Public Relations. The guiding purpose of the professorship is to prepare students to lead and compete effectively in areas involving policy, political communications, and advocacy.

**Biosketch:** The endowed professorship is named for benefactor Carolyn Caudell Tieger whose vision and gifts spearheaded work toward establishing this special faculty position. A native of Homer, Georgia, distinguished alumna, and communications veteran of the Washington, D.C. area, Ms. Tieger is one of the top public affairs strategists in the nation on complex legislative issues, corporate and industry crises, litigation, and issues management. Ms. Tieger served as managing partner of the international public relations firm Porter Novelli based in Washington, D.C. Ms. Tieger also served as the global public affairs leader and managed operations in Porter Novelli’s Sacramento, Irvine, and San Diego, California offices. In these roles she introduced Grady College to other leaders at the firm thus developing and providing a beneficial partnership, generous sponsorships, and other support of student programs at the University of Georgia. She also spent a decade with Burson-Marsteller working to strengthen its Washington, D.C. office and chairing the firm’s worldwide environmental practice. Ms. Tieger’s commitment to public affairs was shaped for more than three decades in the nation’s capital, serving on Capitol Hill, in the executive branch, in the Reagan White House, in two international public relations firms, and as owner of her own business. An inaugural member of the Grady Fellowship, Ms. Tiger also serves on the Board of Trustees. Ms. Tieger received the John Holliman, Jr. Distinguished Alumni Award for Lifetime Achievement from Grady College in year 2007, and was honored with a National Colby Award for Lifetime Achievement in Public Relations in year 2008 from Sigma Kappa sorority on whose board she also serves. In year 2010, Ms. Tieger founded entrePReneur Communications, an independent communications consulting firm. She has recently managed communications surrounding a major environmental crisis and a national awareness campaign on palliative care for the seriously ill.

## 17. Named Faculty Position Appointments

Details regarding institutional requests to appoint faculty with the appropriate qualifications into named faculty positions are found in the supplemental agenda. The following are included this month.

**Institution Name:** Middle Georgia State College

**Faculty's Name:** Dr. John Girard

**Chair/Professorship Name:** Peyton Anderson Endowed Chair of Information Technology and Professor of Information Technology

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Mark Costello

**Chair/Professorship Name:** David Sloan Lewis Professorship in the Daniel Guggenheim School of Aerospace Engineering

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Mark Hay

**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Dimitri Mavris

**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Helena Mitchell

**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Lora Weiss

**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Gisele Bennett

**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia Regents University

**Faculty's Name:** Dr. Abdulla Kutlar

**Chair/Professorship Name:** Dr. William N. Agostas and Josephine R. Agostas Chair for Internal Medicine

**Institution Name:** Georgia Regents University  
**Faculty's Name:** Dr. Gregory Harshfield  
**Chair/Professorship Name:** Dorothy A. Hahn M. D. Chair in Pediatrics

**Institution Name:** Georgia Regents University  
**Faculty's Name:** Mr. Todd Merchen  
**Chair/Professorship Name:** The Carlos and Marguerite Mason Chair in Transplant Surgery and Immunology

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Lauren Adamson  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Charles Derby  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Michael Eriken  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Douglas Gies  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Martin Grace  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Maryann Ronski  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Richard Rothenberg  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Jorge Martinez-Vasquez  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** Georgia State University  
**Faculty's Name:** Dr. Irene Weber  
**Chair/Professorship Name:** Regents' Professor

**Institution Name:** University of Georgia  
**Faculty's Name:** Ms. Zoe Strauss  
**Chair/Professorship Name:** Lamar Dodd Visiting Professorial Chair in Art

**Institution Name:** University of Georgia  
**Faculty's Name:** Ms. Izola Wilson  
**Chair/Professorship Name:** John O. Eidson Distinguished Professor in American Literature

## SUMMARY OF ACADEMIC RENEWAL POLICY AND PROCEDURAL RECOMMENDATIONS

The USG Policy Review Task Force engaged in a comprehensive review of system-level policy and procedure with the aim of identifying potential enablers or barriers to college completion. One of the recommendations from the Task Force concerned clarifying current Academic Renewal policy and procedure. In response, an Academic Renewal Policy working group was formed to conduct an in-depth analysis of this policy area.

Academic Renewal is an option for students who, after returning to an institution following a period of absence, request to start a new grade point average. This option provides a “second chance” to students who struggled academically but would like to return and complete their degree. Unfortunately, current Academic Renewal policy and procedure is ambiguous, as its interpretation varies broadly across USG institutions, and is unnecessarily cumbersome to navigate. As a system, we are in an era in which we urge students to return to school and acknowledge that students earn credit from a variety of educational sources. Yet, current Academic Renewal policy and procedure restricts students, limits their choices, and creates an obstacle to those hoping to return to school. As a result, the Academic Renewal Policy working group has made the following policy and procedural recommendations:

### **Applying for Academic Renewal (AR)**

- For AR eligibility, a student must be absent between three (3) years and five (5) years. The exact period of absence is to be determined by the institution.
- Students are encouraged to apply for AR as soon as possible at the time of enrollment. The institution can determine the deadline for applying but that deadline cannot be less than one calendar year after enrollment.
- Institutions must determine a process for approving and denying AR applications as well as a process for students to re-apply for AR if they have been denied.
- As a component of the application process, the institution will determine if a student has demonstrated a readiness to return and succeed.
- Institutions should determine if a student is eligible for honors at graduation based on their institutional policies regarding honors graduation.
- Institutions have the option of using AR as part of the admissions process.

*Changes Reflected In:*

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Sections I and II

### **Transfer Credit, Transfer Students and Eligibility**

- The working group identified two types of students who could be eligible for Academic Renewal:
  - Students being readmitted to a USG institution
    - Must be absent from the home institution for a minimum of three (3) years and a maximum of five (5) years. The exact period of absence should be determined by the institution.
    - Transfer credit taken during the period of absence should be granted according to USG and institutional policy and procedure.
  - Students who are transferring to a USG institution
    - Only coursework taken a minimum of three (3) years and a maximum of five (5) years ago is eligible for Academic Renewal. The exact period of time should be determined by the institution.
    - Transfer credit taken during the period of absence should be granted according to USG and institutional policy and procedure.

*Changes Reflected In:*

Board of Regents Policy Manual 3.5.3 Grade Point Average Upon Academic Renewal

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Section III

- If Academic Renewal is granted at one institution, it should be honored at another USG institution.

*Changes Reflected In:*

Academic & Student Affairs Handbook 2.5.1 Academic Renewal Section VIII

The full recommendation report can be found [here](#).

## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

### History and Process:

Students placed in remedial courses on entry to college have had extremely low rates of completion, so much so that remediation has been identified as one of the major barriers to college completion. Within the University System of Georgia (USG), approximately 1 in 5 of all system students and approximately 2 in 5 of all students attending access institutions begin their studies in non-college level remedial courses known as Learning Support.

As part of Complete College Georgia, and aided by a grant from Complete College America, the USG set out in early 2013 to redesign Learning Support to increase degree completion among students who start with remediation requirements. Committees comprised of faculty from system institutions guided the work at every stage of the process.

<b>Time Period</b>	<b>Committee or Group</b>	<b>Committee or Group</b>
January 2013 – July 2013	University System of Georgia <b>Mathematics Task Force</b> (Focused on innovative recommendations to improve effectiveness of learning support)	University System of Georgia <b>English and Reading Task Force</b> (Focused on innovative recommendations to improve effectiveness of learning support)
Outcomes:	<a href="#">Transforming College Mathematics report</a> (July 2013)	<a href="#">Transforming Remediation in English and Reading report</a> (July 2013)
September 2013 – February 2014	University System of Georgia Ad Hoc Steering Committee on <b>Transforming College Mathematics</b> (Focused on developing implementation plans for the task force's recommendations)	University System of Georgia Ad Hoc Steering Committee on <b>Transforming English and Reading Remediation</b> (Focused on developing implementation plans for task force's recommendations)
Outcomes:	<a href="#">Report on Transforming College Mathematics Implementation Plan</a> (February 2014)	<a href="#">Report on Transforming English and Reading Remediation</a> (February 2014)
March 2014 – June 2014	<b>Regional Meetings</b> in East Georgia, South Georgia, and the Metropolitan Atlanta area, followed by a statewide meeting in Macon.	
Outcome:	<a href="#">Transforming Remediation: Charting a Course for the 2014 -2015 Academic Year</a> (June 2014)	
June 2014 – July 2015	<b>Remediation Policy and Procedure Committee</b> (Focused on making changes to policy to enable effective implementation of recommendations)	
Outcomes:	Proposed Changes to <a href="#">Board of Regents Policy Manual</a> and the <a href="#">Academic and Student Affairs Handbook</a>	

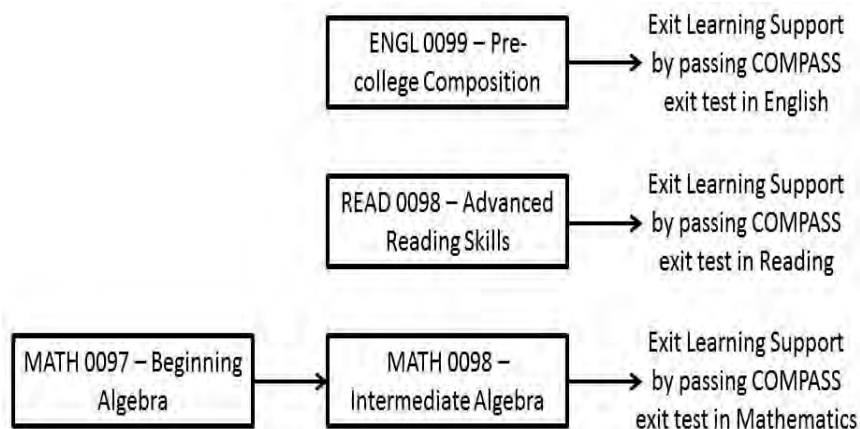
The committees listed above recommended making significant changes to the evaluation, placement process and structure of Learning Support. Additionally, recommendations focused on clarifying the withdrawal process and the number of attempts students have to exit Learning Support.

### Structure of Learning Support

Under the **old model**, students placed in Learning Support began in stand-alone Learning Support courses in English, reading, and mathematics, with the expectation that they would complete Learning Support (by passing a standardized exit test) in one to three semesters, and then take the corresponding collegiate course. There was nothing that compelled students to take the corresponding collegiate course immediately after exiting Learning Support.

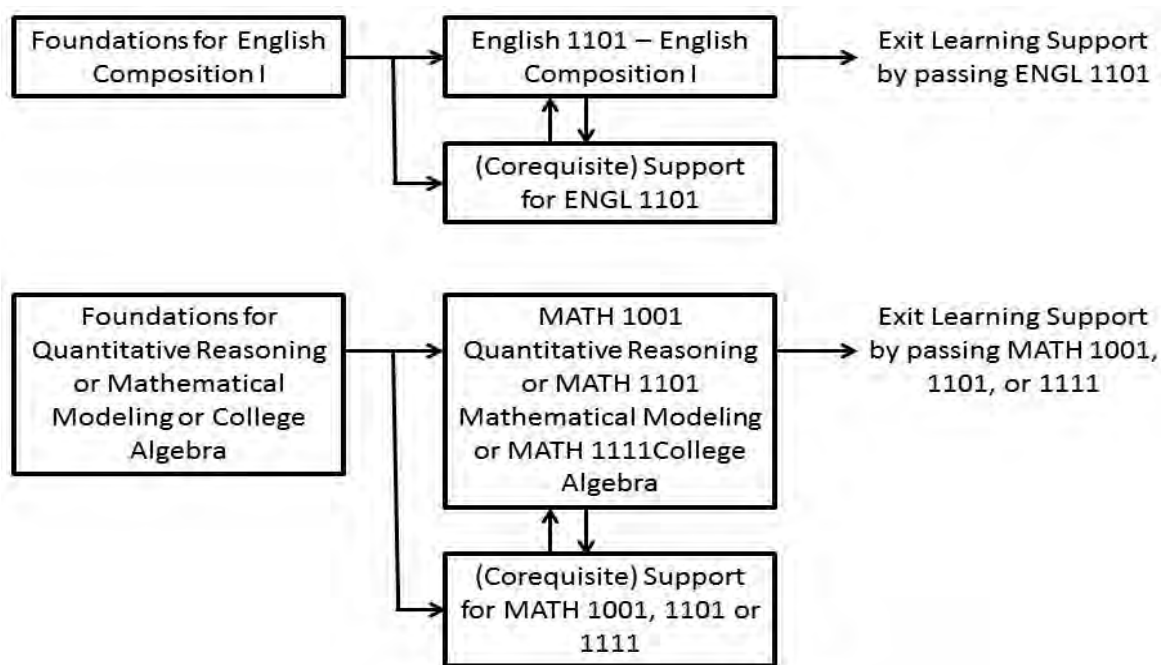
## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

### Old Structure



Under the **new model**, the majority of students requiring remediation will be placed in corequisite Learning Support courses that will provide “just-in-time” academic assistance while students are also enrolled in the gateway (collegiate) courses in mathematic or English. Students with lower levels of preparation (which should be the minority of students) will be placed in stand-alone Foundations-level courses with the intent that they will complete these courses in one semester, then take the gateway course with corequisite support the next semester, allowing even the weaker students to complete remedial requirements and a collegiate course within the first year. Some institutions will offer remediation as corequisite support only, as research shows that even less prepared students have higher success rates in corequisite support than in traditional forms of remediation.

### New Structure



*Changes Reflected In:*

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

### **Combined Reading and Writing Course:**

Instead of three areas of remediation (English, reading, and mathematics), there will now be only two: English and mathematics. Reading and writing skills will be developed simultaneously in the Foundations-level course and in corequisite support for ENGL 1101 English Composition I.

#### *Changes Reflected In:*

Removed references to Learning Support Reading throughout policy and procedure

### **Courses and Numbering:**

To reflect the changes in Learning Support delivery, new courses and course numbers have been developed for the corequisite support courses and the Foundation-level courses.

#### Corequisite course numbers and titles:

ENGL 0999 – Support for English Composition (ENGL 1101)

MATH 0997 – Support for Quantitative Reasoning (MATH 1001)

MATH 0998 – Support for Mathematical Modeling (MATH 1101)

MATH 0999 – Support for College Algebra (MATH 1111)

#### Foundations-level course numbers and titles:

ENGL 0989 – Foundations for English Composition (ENGL 1101)

MATH 0987 – Foundations for Quantitative Reasoning (MATH 1001)

MATH 0988 – Foundations for Mathematical Modeling (MATH 1101)

MATH 0989 – Foundations for College Algebra (MATH 1111)

#### *Changes Reflected In:*

Academic & Student Affairs Handbook 2.4.10 Common Course Prefixes, Numbers, and Descriptions

### **Placement and Exit from Learning Support**

#### **Placement**

While Learning Support placement used to be determined by a single score on a standard test (COMPASS), multiple measures (including high school grade point average, SAT or ACT scores, and/or COMPASS test scores) will now be used to calculate **placement indices** in mathematics and English. Cut scores based on these placement indices will determine placement directly into collegiate courses, into collegiate courses with corequisite support, or into year-long pathways beginning with a Foundations-level course. The system-wide cut scores were developed based on students' probabilities of success in gateway courses.

#### *Changes Reflected In:*

Academic & Student Affairs Handbook 3.2.4 Test Scores

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

### **Admission of Students Requiring Learning Support to USG Institutions:**

Previously, students placing in all three areas of Learning Support or scoring below a minimum score in any one area were denied admission to all USG institutions. Students scoring below the minimum placement indices in both English and mathematics will continue to be denied admission to USG institutions. However, placement in Learning Support in both areas will not prevent students from being admitted to USG institutions so long as both indices exceed the USG minima. Placement indices below

## **CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA**

the minimum in one area will not prevent students from being admitted, so long as the placement index in the other Learning Support area is equal to or above a designated “offset” score.

### *Changes Reflected In:*

Academic & Student Affairs Handbook 3.2.4 Test Scores

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

### **Exiting Learning Support:**

To exit Learning Support, students are no longer required to take the COMPASS test but instead must pass the collegiate-level course.

### *Changes Reflected In:*

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

### **Other Changes**

#### **Withdrawal from Learning Support Courses:**

Students enrolled in gateway collegiate courses with corequisite support may not withdraw from either course without withdrawing from both. Previously, however, students who withdrew from Learning Support courses were required to withdraw from **all** collegiate courses, even those not related to the Learning Support area. This requirement has been removed.

### *Changes Reflected In:*

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

#### **Attempts in Learning Support Courses:**

An attempt is defined as a Learning Support course in which a student receives any grade or symbol except “W” or “WM.” Previously, students had up to two attempts to exit Learning Support English and Reading and three attempts to exit Learning Support Mathematics. Under the new plan, “attempts” will be counted only in Foundations-level courses and students will be limited to two attempts in each Learning Support area. There are no limits on attempts in corequisite Learning Support courses.

### *Changes Reflected In:*

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

#### **Learning Support Suspension:**

Students who do not complete requirements for Foundations-level English or mathematics in two attempts will be suspended for a calendar year. Students who have been suspended from the institution without completing Learning Support requirements may complete their Learning Support requirements and additional collegiate-level work at SACSCOC-accredited TCSG institutions during the year of suspension.

### *Changes Reflected In:*

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

### **Reporting Learning Support on the Transcript:**

Due to changes in how students will be placed in Learning Support, the levels offered (corequisite or Foundations-level), and how students will exit Learning Support, revisions were made in the way that Learning Support is to be reported on student transcripts.

#### *Changes Reflected In:*

Academic & Student Affairs Handbook 2.9.3 Reporting and Recording Learning Support Status on Transcript

### **Policy and Procedural Formatting for Structure and Clarity:**

For added clarity and to reduce incidences of misinterpretation, the structure and layout of many sections of policy and procedure concerning Learning Support were revised. This included adding supplementary subheadings and ensuring that all references to a particular topic were contained under one heading. To ensure that the language would be consistent across the sections, there were a number of minor revisions (such as changing all references to “LS” to “Learning Support”) made throughout policy and procedure documents.

#### *Changes Reflected In:*

Board of Regents Policy Manual 3.3.2 Learning Support Programs

Academic & Student Affairs Handbook 2.9.1 Administrative Procedures for Learning Support Programs

## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

### Current Policies Related to Learning Support:

#### 3.3.2 Learning Support Programs:

Each institution that admits students required by USG policy to enroll in Learning Support courses before or as they attempt core curriculum courses shall have a separate department or division for meeting the academic needs of such students. The program shall be designed, at a minimum, to meet the specific needs of students who, according to USG placement standards, must enroll in Learning Support. Institutions may set higher standards for placement, and the program may include other learning support components.

Each such department or division shall have its own budget and staff and shall report directly to the chief academic officer or to his/her designee.

The USG chief academic officer will issue administrative procedures regarding the operation of these programs (BoR Minutes, 1972-73, pp. 533-37; 1978-79, p. 162; 1982-83, pp. 119-21, 1986-87, p. 102; 1992-93, p. 241; Feb., 2007, p. 37).

#### 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.

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70

## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

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 (BoR Minutes, February 2009).

Institutions are permitted to use other than the Uniform Grading System for the purpose of grading student progress in Learning Support or Developmental Studies (BoR Minutes, 1974-75, pp. 109-11).

### **4.2.1.1 Freshmen Requirements**

Students applying for freshman admissions to a USG institution must meet the following criteria.

#### **Required High School Curriculum:**

Completion of the USG's Required High School Curriculum ("RHSC") requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.

Students applying to any institution must present credit for sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. The 16 (17 for students who graduate in 2012 or later) specified USG units are:

1. **MATHEMATICS:** Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.
2. **ENGLISH:** Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
3. **SCIENCE:** Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.
4. **SOCIAL SCIENCE:** Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
5. **FOREIGN LANGUAGE:** Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language may be used to satisfy this requirement.

In addition to these minimum requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

## CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA

### **Freshman Index:**

Effective Fall semester 2011, presidents of state and two-year colleges at their option shall require one of the following: a) submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or b) a minimum high school grade point average (HSGPA) and mandatory placement testing in lieu of SAT/ACT test scores for admissions.

A designated score on the Freshman Index ("FI"), which is based on a combination of a student's SAT I or ACT assessment scores and high school grade point average (HSGPA). The Freshman Index is:

1.  $FI = 500 \times (HSGPA) + SAT \text{ Verbal/Critical Reading} + SAT \text{ I Math (or)}$
2.  $FI = 500 \times (HSGPA) + (ACT \text{ Composite} \times 42) + 88$

The minimum FI required for admission to a:

1. Research university is 2500;
2. Regional university is 2040;
3. State university is 1940; and,
4. State or two-year college is 1830.

In addition to the FI, students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state).

Students without these minimum scores but with SAT I scores of at least 330 Verbal and 310 Mathematics may be considered for admission to a two-year college, but will be required to exempt or exit learning support ("LS") in the areas of deficiency.

Institutions may set higher requirements for admission. Students meeting the minimum FI requirements are not guaranteed admission.

(BoR Minutes, August 2010)

### **4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students:**

Students may also be admitted as freshmen based on alternative evidence of college readiness. Following are modified or additional requirements for specific groups of applicants.

#### **Limited Admissions Category:**

In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission.

The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with two-year colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.

## **CHANGES TO LEARNING SUPPORT IN THE UNIVERSITY SYSTEM OF GEORGIA**

The FI required for Limited Admission to a:

1. Research university is 2020;
2. Regional university, 1830; and
3. State university, 1790.

In addition to the FI, Limited Admissions, students must have a minimum SAT Verbal/Critical Reading score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students with SAT I (or ACT equivalent) scores of at least 330 Verbal and 310 Math may be considered for Limited Admission to a two-year college, but will be required to exempt or exit LS in the areas of deficiency.

At research, regional, and state universities, students granted Limited Admission must also have completed the sixteen (16)-unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state and two-year colleges, students may be considered for Limited Admission if they have a high school diploma or GED and meet the minimum SAT/ACT score requirements. A GED is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.

Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum units deficiencies in accordance with USG procedures. They must also be screened, as applicable, for placement in LS courses using a placement test administered by a USG institution and must meet USG criteria for exemption or exit of learning support in reading, English, and mathematics.

For students transferring from a Commission on Colleges (COC)-accredited Technical College System of Georgia (TCSG) technical college, comparable scores from the TCSG technical college may be used according to guidelines issued by the Executive Vice Chancellor and Chief Academic Officer.

### **Presidential Exceptions:**

Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential. Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.

### **Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools:**

Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college-preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.

A student whose SAT Composite (Verbal/Critical Reading plus Mathematics) (or ACT equivalent) score is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by a portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.

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Students in this category must also meet the minimum SAT Verbal/Critical Reading requirement and the minimum SAT Mathematics requirement (or ACT equivalent) for the sector to which they apply.

Applicants who achieve designated scores on each of the following SAT II Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History & Social Studies, World History, Biology, and one of the following: Chemistry or Physics.

Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT I scores and documentation of partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.

### **Admission of Students with Outstanding Scores:**

Students who demonstrate very high academic ability by achieving a composite SAT Composite (Verbal/Critical Reading plus Math) score in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. An ACT score which is equivalent to this SAT score may also be used.

Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students must satisfy any Required High School Curriculum deficiencies in areas other than English or mathematics through college coursework.

Students admitted in this section will not count in an institution's Limited Admissions exceptions.

### **Admission of International Students:**

Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.

### **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 Required High School Curriculum in these areas. Students 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.

### **Dual Enrollment/Joint Enrollment/Early Admission of High School Students:**

The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:

1. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.

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2. A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit.
3. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.

The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook (BoR Minutes, September 2004).

### **Residential Programs:**

The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State College. Admissions and program requirements are established by the individual institutions (BoR Minutes, September 2004).

### **Early College:**

Early Colleges enhance students' opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College (BoR Minutes, September 2004).

### **4.2.1.4 Non-Traditional Students:**

In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, 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.

The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.

### **Non-Traditional Freshmen:**

Non-traditional freshmen are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years and whose high school class graduated at least five years ago;
2. Hold a high school diploma from an accredited or approved high school as specified in [Section 4.2.1.1 of this Policy Manual](#) or have satisfactorily completed the GED; and,
3. Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be screened for placement in learning support courses using a placement test administered by a USG institution and must meet USG criteria for exemption or exit of learning support in reading, English, and mathematics.

For students transferring from a Commission on Colleges (COC)-accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.

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As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Verbal/Critical Reading and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.

### **Non-Traditional Transfers:**

Non-traditional transfer students are defined as individuals who meet all of the following criteria:

1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and,
2. Have earned thirty (30) or more transferable hours of college credit, as defined in [Section 4.2.1.1 of this Policy Manual](#).

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement criteria as appropriate.

### **4.2.2.3 Admission of Non-Degree Students:**

Institutions may permit students to enroll as non-degree students for a maximum of twelve (12) semester credit hours, including institutional credit. Students may not enroll in any course for which there is a learning support prerequisite unless they have been screened for and have exempted the relevant learning support course.

Institutions may permit students who have earned the baccalaureate degree from a regionally accredited institution to enroll as non-degree students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

## SUMMARY REQUIRED HIGH SCHOOL CURRICULUM DEFICIENCY POLICY AND PROCEDURAL RECOMMENDATIONS

The USG Policy Review Task Force engaged in a comprehensive review of system-level policy and procedure with the aim of identifying potential enablers or barriers to college completion. One of the recommendations from the Task Force is to clarify the purpose of the Required High School Curriculum (RHSC) policy and procedure concerning deficiencies and allow more flexibility to address those deficiencies in select cases. In response, a Required High School Curriculum Deficiency Policy working group was formed to conduct an in-depth analysis of this policy area.

Students should be expected to meet the RHSC requirements as a component of their admission to a USG institution as this is an indicator of college readiness. However, there should also be some flexibility for cases in which circumstances prohibit otherwise qualified students from meeting these requirements. Those who have not met these requirements are admitted to a USG institution as Limited Admissions and must satisfy deficiencies by subject area. Current policy allows students to satisfy these requirements by either exempting or exiting Learning Support (for mathematics and English only) or by taking a collegiate course (for science, social science and foreign language) that will address the deficiency but not count towards a student's degree program. Failure to allow these credits to count towards a degree program could potentially lengthen the amount of time it takes for a student to complete their degree requirements and graduate. Meeting the RHSC requirements should facilitate collegiate success, not create an inadvertent hindrance. As a result, the RHSC Deficiency policy working group has made the following recommendations:

### **Students can address a RHSC deficiency either:**

#### **1. Prior to enrollment at a USG institution**

- Out of state applicants who have met the college preparatory curriculum requirements in their home state, but have a deficiency, can request an exemption from the RHSC requirement. As part of the exemption process, this student must provide evidence of competency in the deficient area.
- Students can demonstrate "Subject Matter Proficiency" and satisfy a RHSC deficiency by
  - Taking standardized examinations such as the SAT, ACT, CLEP, DSST, COMPASS and other Board of Regents approved exams in the deficient area(s).
  - Completing a USG-approved high school course in the deficiency area(s) prior to enrollment.

#### *Changes Reflected In:*

Board of Regents Policy Manual 4.2.1.2 Exceptions to Freshmen Admission Requirements for Special Groups of Students under the Limited Admissions Category  
Academic & Student Affairs Handbook 3.2.6 Special Admissions

#### **2. After enrollment at a USG institution**

- A student can address a deficiency by successfully completing collegiate coursework in the deficient area(s) during the first 30 credit hours. This coursework will satisfy the deficiency and count towards the degree program.

#### *Changes Reflected In:*

Academic & Student Affairs Handbook 3.2.6 Special Admissions

The full recommendation report can be found [here](#).

## SUMMARY REQUIRED HIGH SCHOOL CURRICULUM DEFICIENCY POLICY AND PROCEDURAL RECOMMENDATIONS

### Current Policy Related to Addressing Required High School Curriculum Deficiencies:

Students with fewer than thirty (30) transferable semester credit hours must meet the freshman admission requirements at the institution to which they are transferring. Students who have earned thirty (30) or more semester hours must have completed any learning support and Required High School Curriculum deficiency requirements if transferring from a USG institution. Depending on the sector of the institution to which students transfer, students must meet the transfer grade point average, as indicated in the following table:

MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS		
SECTOR	30-59 *SEMESTER CREDITS	60 OR MORE SEMESTER CREDITS
Research Universities	At least 2.30 GPA** and have met all LS and RHSC requirements	At least 2.30 GPA
Regional and State Universities	At least 2.00 GPA** and have met all LS and RHSC requirements	At least 2.00 GPA
State and Associate Degree Colleges	Eligible to continue or return to sending institution	Eligible to continue or return to sending institution

\*Transferable Hours are defined as hours which would be acceptable by the receiving institution according to the USG's and the receiving institution's prevailing policies. Excluded are institutional credit courses, Required High School Curriculum deficiency makeup courses, and vocational courses. These hours should include transferable hours earned at all postsecondary institutions attended.

\*\* Transfer GPA is defined as the GPA calculated on all transferable hours (see previous definition) plus all attempted but unearned hours at regionally accredited institutions in courses applicable to transfer programs at the receiving institution.

Students completing non-transfer associate degrees (e.g., Associate of Applied Science, Associate of Science in various health areas, and Associate of Applied Technology) at regionally accredited institutions will be evaluated on an individual basis to determine their eligibility for admission.

### Priority Consideration

In addition to the minimum transfer standards listed above, students must meet higher USG and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another USG institution who meet these established standards. Students meeting these higher standards would be ensured of receiving priority consideration for admission. In addition, transfer students must be given the same consideration as native students in determining program admissibility.

# ACADEMIC PROGRAMS

*A Year in Review Report of University System  
of Georgia Academic Programs,  
July 2013 through June 2014*

*Academic Programs: A Year in Review Report for July 2013 through June 2014 is a retrospective analysis of types of degree activities that garnered University System of Georgia Board of Regents approval with a focus on how such actions shaped the public higher education state system as a whole and the resultant impact on its thirty-one member colleges and universities.*

# ACADEMIC PROGRAMS

A Year in Review Report of University System  
of Georgia Academic Programs,  
July 2013 through June 2014

Viability,  
Productivity,  
and Centrality

## EXECUTIVE SUMMARY

The Board of Regents of the University System of Georgia as part of its governance approves institutional academic requests for new academic programs, external degrees, actions resulting in program modification, external and collaborative partnerships, and the termination of degrees and/or majors. The fiscal year coincides with the academic year beginning July 1, 2013 through June 30, 2014. A total of eight meetings were held during the academic year in which recommended actions were presented for review, discussion, and approval by the regents. Recommendations for action were made through the Committee on Academic Affairs, one of seven standing committees that regularly meets to deliberate recommendations concerning institutional and system matters. The standing committees are divided into two tracks, Track I and Track II. Track I committees consist of the following groups: Academic Affairs, Organization and



Law, and Personnel and Benefits. Track II involves the following parallel committees: Economic Development, Finance and Business Operations, Real Estate and Facilities, and Internal Audit, Risk, and Compliance.

The process of recommending new academic programs requires a two-stage process with the submission of a prospectus to determine initially whether sufficient need and demand warrant further program development. Following a favorable review of a prospectus, a public college or university is then invited to submit a formal proposal with thorough details concerning the program, administration, curriculum, faculty resources, facilities, budget, delivery (if offered using distance technologies), accreditation, and other information to achieve a comprehensive overview of a proposed new degree and/or major. Academic program activity at the institutional level consisted of twenty-one (21) new programs approved and the deletion of 260 degrees and majors and nineteen (19) certificates. A total of sixteen (16) substantive change requests were approved by the Board of Regents. Program actions located in the appendices are listed according to the month in which approval occurred and the respective institution.

Key initiatives concerning academic programs at their establishment, implementation, and follow-up assessment upon maturation involved the Academic Degree/Discipline Productivity Initiative and Post- Approval Enrollment Monitoring of Board Approved Degrees and Majors. The initiatives separately examine the number of enrollees and graduates in academic degree programs in order to establish a foundation for more in-depth evaluation at the institutional level of projected enrollments as well as low-producing programs that will result in enhanced recruitment, the reform and redesign of degrees, the deactivation of a

program while it undergoes institutional review for viability, or the deletion of specific majors.

With a focus on degree productivity, institutions were asked to review all academic programs approved prior to year 2008. Three-year averages of degrees conferred activity encompassing years 2010 through 2012 were the metrics used to determine whether a program was classified as low-producing according to thresholds established for associate, bachelors, master's, specialist, and doctoral programs. Thresholds consisted of average degrees conferred over a three- year period of less than five graduates for associate, master's degrees, and specialist in education programs. Baccalaureate program minima were established at an average of ten graduates over a three-year period while doctoral and first professional program criteria involved less than three degrees conferred. None of the system's first professional programs fell below minima threshold criteria. Resultant institutional actions involved retaining programs commensurate with enhanced advising and recruitment, deactivating existing programs upon departmental/unit review, and dissolving programs with the understanding that no adverse impact was taken with regard to faculty and students. A total of 383 programs were classified as low-producing not inclusive of core areas such as mathematics, English, history, the sciences, and honors programs. A review of enrollments involved a comparison of projected enrollments versus actual enrollments in academic degrees and majors approved between years 2008 and 2010. Projected enrollments during the third year of implementation were compared with actual/declared majors to determine if programs met, exceeded, or fell below estimations. For the year 2013 report, approximately fifty-eight percent of 223 programs that were studied for enrollment comparisons either met or exceeded projections.

As of August 2013, following the January 2013 consolidation and merger of specific institutions of the university system, public colleges and universities were realigned according to specific renamed sectors and functions. The revised sectors consist of research universities, comprehensive universities, state universities, and state colleges. The disaggregation of institutions according to sector helps to determine the level at which institutions will operate, types of educational programs offered, admission selectivity of institutions, costs of attendance, and the extent of teaching, research, and service. Within those categories, recognition is made of institutions that have a special purpose mission inclusive of areas encompassing the liberal arts, health care, technology and technological research, agriculture, designated military, historically black college and university (HBCU), and land-grant institution.

Institutional membership changed and terminology was revised for regional universities and state colleges. Regional universities became comprehensive universities with the inclusion of Kennesaw State University and the University of West Georgia joining Georgia Southern University and Valdosta State University. Likewise, with the emergence of two-year colleges offering targeted, workforce specific bachelor's degrees and the consolidation of specific institutions, state colleges represent those institutions that have an access mission and the capacity to offer associate and baccalaureate level academic programs that meet workforce, college completion, and economic development needs in specific geographic areas. A recapitulation of consolidated activity in the university system consists of the following four pairs of reconstituted institutions: Georgia Regents University (merger of Georgia Health Sciences University and Augusta State University); University of North Georgia (merger of North Georgia College & State University and Gainesville State College); Middle Georgia State College (merger of Macon State

College and Middle Georgia College); and South Georgia State College (merger of South Georgia College and Waycross College).

The academic programs report is designed to provide a summary of activities and initiatives that have occurred throughout one academic year. Successive pages within this document provide details concerning degree approvals, program terminations, collaborative associate of science degrees with Technical College System of Georgia institutions, sector representation of colleges and universities that comprise the university system, programs offered using the vehicle of distance learning technologies, and assessment outcomes concerning ongoing degree productivity and enrollment monitoring initiatives.

## RECOMMENDATION / ACTION ITEM TRENDS

### Academic Degree/Discipline Productivity Initiative

The Academic Degree/Discipline Productivity Initiative involved a review of all academic programs in the university system. Objectives of the review were to enhance campus-based discussions involving ways to increase degrees conferred and productivity, strengthen programs, reduce duplication, streamline resources, analyze improvements, align resources with priority programs, maintain balance, and enhance stewardship of state resources. A statistical review and analysis of degrees conferred activity per academic program at each of the thirty-one (31) institutions of the university system was shared with college and university presidents, vice presidents, and leadership teams in August 2013 to begin and enhance institutionally based conversations concerning overall productivity and the use of campus and state resources. The criteria for low-producing programs involved using threshold minima graduation data listed below for the three-year average of degrees and majors encompassing academic years 2010 through 2012 for associate through doctoral programs. Programs that were deactivated and/or terminated were not included in the computation of average degrees conferred outcomes. Programs approved after year 2012 were not included in the review as well as similar disciplines at the same degree level that were collapsed together and, as a result, met threshold criteria. Likewise, certificates were excluded from the analysis of degree productivity. Below is a table that lists the three-year average degrees conferred minima that would warrant classification as a low-producing program:

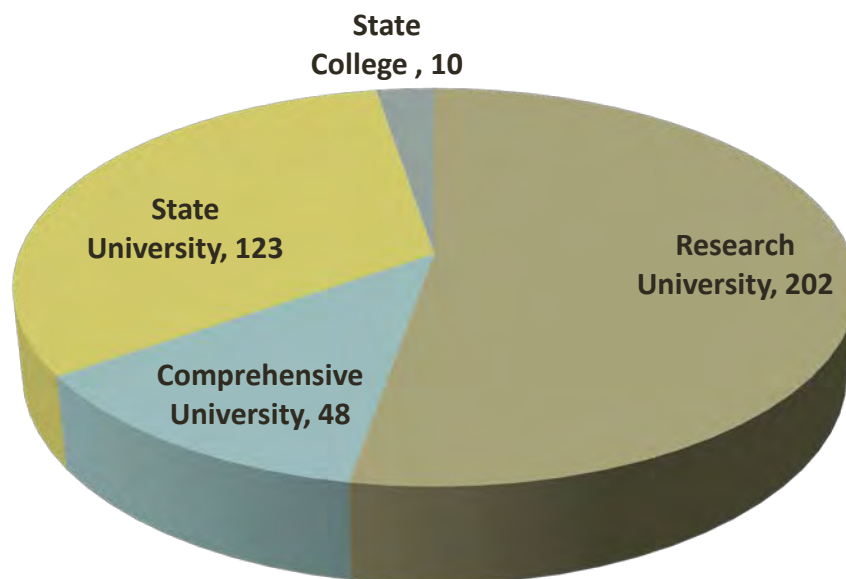
#### Minima Criteria for Low-Producing Programs

Associate programs:	Less than 5 graduates
Bachelor's programs:	Less than 10 graduates
Master's programs:	Less than 5 graduates
Specialist in Education programs:	Less than 5 graduates
Doctoral programs:	Less than 3 graduates
First Professional programs:	Less than 3 graduates

The analysis was undertaken along with other reviews that impact the operations of university system institutions involving enrollment projection monitoring, facilities space utilization, new academic program review, and ongoing integrated reviews with institutional and system offices of fiscal affairs and facilities. A total of 260 degrees and majors were dissolved between September 2013 and May 2014 as a result of institutions undertaking follow-up reviews of existing programs through the Academic Degree Productivity Initiative. In a separate report as part of the May 2014 Committee of the Whole of the Board of Regents public meeting, a detailed statistical overview of institutional low-producing programs was presented and provided in Board agenda materials along with a list of each institution's specific degrees and majors that did not meet degree productivity criteria. A total of seven institutions either met or exceeded academic degree productivity criteria. The following institutions that met low-producing program criteria predominantly offer and graduate students with the Associate of Arts or Associate of Science degree with the exception of one college: Atlanta Metropolitan State College, College of Coastal Georgia, East Georgia State College, Georgia Gwinnett College (exception), Georgia Highlands College, Gordon State College, and South Georgia State College.

A total of 383 degrees and majors were classified as low-producing when taking into consideration those programs that were core associate and bachelor's degree programs for which core courses are offered in the curriculum in addition to other undergraduate and graduate degrees. Ranges of between 4 percent to 54 percent of programs at a single institution were low-producing within the university system. In terms of the disaggregation of low-producing programs, 202 (or 53 percent of the university system total) were listed at research universities; 48 (or 13 percent) were listed for comprehensive universities, 123 programs (or 32 percent) were low at state universities, and 10 (or 3 percent) were listed for state colleges.

**Number of Low-Producing Programs Per USG Institutional Sector**



### **Institutional Rationales for Retaining Low-Producing Programs**

As a result of institutional reviews, several programs, although classified as low-producing, were retained by university system institutions due to the centrality of specific degrees and majors to the respective college or university's mission. Below is a list of rationales provided for retaining low-producing programs:

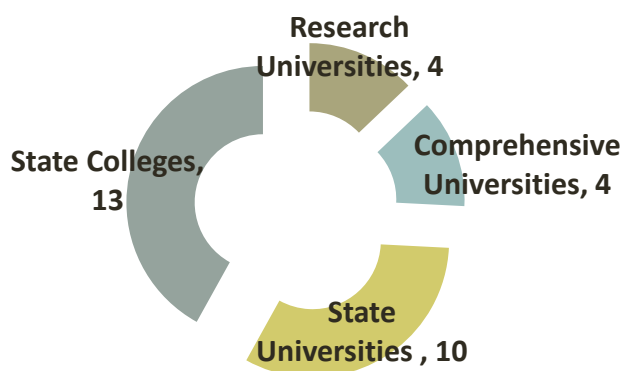
- Academic programs were retained because institutions have established action plans to ensure matriculation and completion through intensive marketing and recruitment efforts, strategic advising, and curriculum refinement to meet workforce needs and further encourage graduate study;
- Programs are confined to a specific cohort number based on accreditation requirements for faculty/student ratios and cohort sizes have dropped with the fluidity of market and economic cycles;
- Programs overlap across degrees at the same level (e.g., Bachelor of Arts and Bachelor of Science; Associate of Arts and Associate of Science);
- Programs at the doctoral level have only now come to fruition with their first graduating classes since Board approval and campus implementation;
- Programs are one of few accredited in a specific disciplinary area among university system institutions;
- Programs are experiencing growth in enrollment due to changes in the field, community, and regional needs with emergent data in the last three to four years;
- Programs are integral to the integration of research and community partnerships;
- Programs were implemented later than the institution expected based on the ability to recruit faculty, program directors, and other persons with appropriate credentials responsible for implementing and sustaining degrees and majors;

- Programs are cost neutral due to course offerings across several majors;
- Programs are offered in order for students to be more competitive and showcase specialized distinctions to employers within the job market;
- Institutions are assessing program viability and the market need for retained programs;
- Institutions anticipate increasing the number of graduates in specific disciplinary areas according to college completion plans;
- Offering graduate degrees in addition to the doctorate provides additional opportunities for students and choice of degree level within a specific disciplinary area;
- Programs serve specific segments of the population that enable transition to managerial and leadership positions such as in education and healthcare;
- Programs enable a step-wise progression between degree levels in terms of technical college and university system institutional emerging partnerships; and
- Programs serve specific segments of the population who are working professionals.

## University System Institutional Sector and Function

Approval of the University System of Georgia Function/Sector policy that occurred in August 2013 lays the parameters for the types and levels of academic programs that institutions may submit for review, recommendation, and Board approval. As a result of revisions inherent in the function and sector policy, institutional representation for research universities remained the same. The regional university sector was renamed to comprehensive university and expanded by the following two additional institutions: Kennesaw State University and the University of West Georgia. The state university sector decreased by three universities based on sector movement and consolidation. The state college sector was further defined based on the consolidation of specific institutions and the emergence of limited, workforce specific baccalaureate degrees at institutions that were previously designated as two-year colleges. The resultant configuration of institutions was delineated according to the following schema listed in the table on the following page and graphical presentation below:

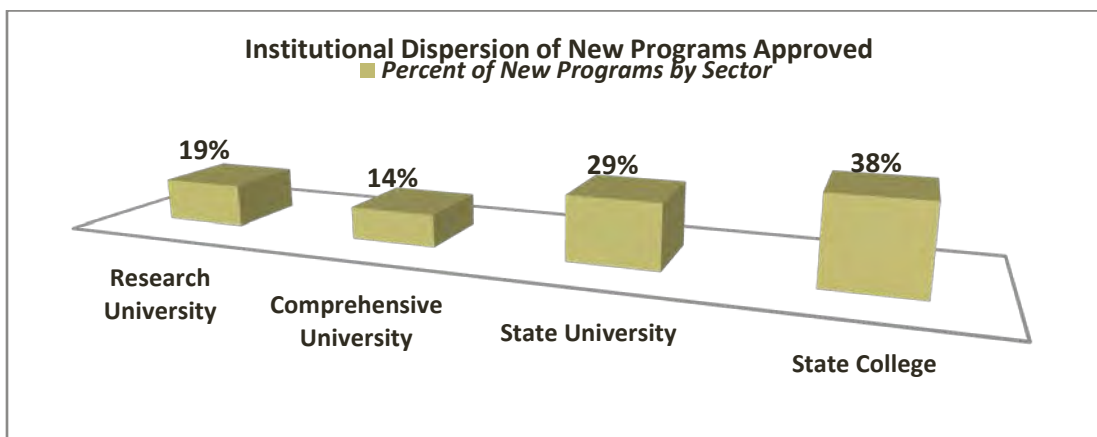
### Sector Representation of University System Institutions



University System Institutions, Revised Function/Sectors as of August 2013			
Research Universities	Comprehensive Universities	State Universities	State Colleges
Georgia Institute of Technology	Georgia Southern University	Albany State University	Abraham Baldwin Agricultural College
Georgia State University	Valdosta State University	Armstrong Atlantic State University	Atlanta Metropolitan State College
University of Georgia	Kennesaw State University	Clayton State University	College of Coastal Georgia
Georgia Regents University	University of West Georgia	Columbus State University	Dalton State College
		Fort Valley State University	Georgia Gwinnett College
		Georgia College & State University	Gordon State College
		Georgia Southwestern State University	Middle Georgia State College
		Savannah State University	Bainbridge State College
		Southern Polytechnic State University	Darton State College
		University of North Georgia	East Georgia State College
			Georgia Highlands College
			Georgia Perimeter College
			South Georgia State College
<b>Total: 4 Institutions</b>	<b>Total: 4 Institutions</b>	<b>Total: 10 Institutions</b>	<b>Total: 13 Institutions</b>

## Board Approved Academic Programs

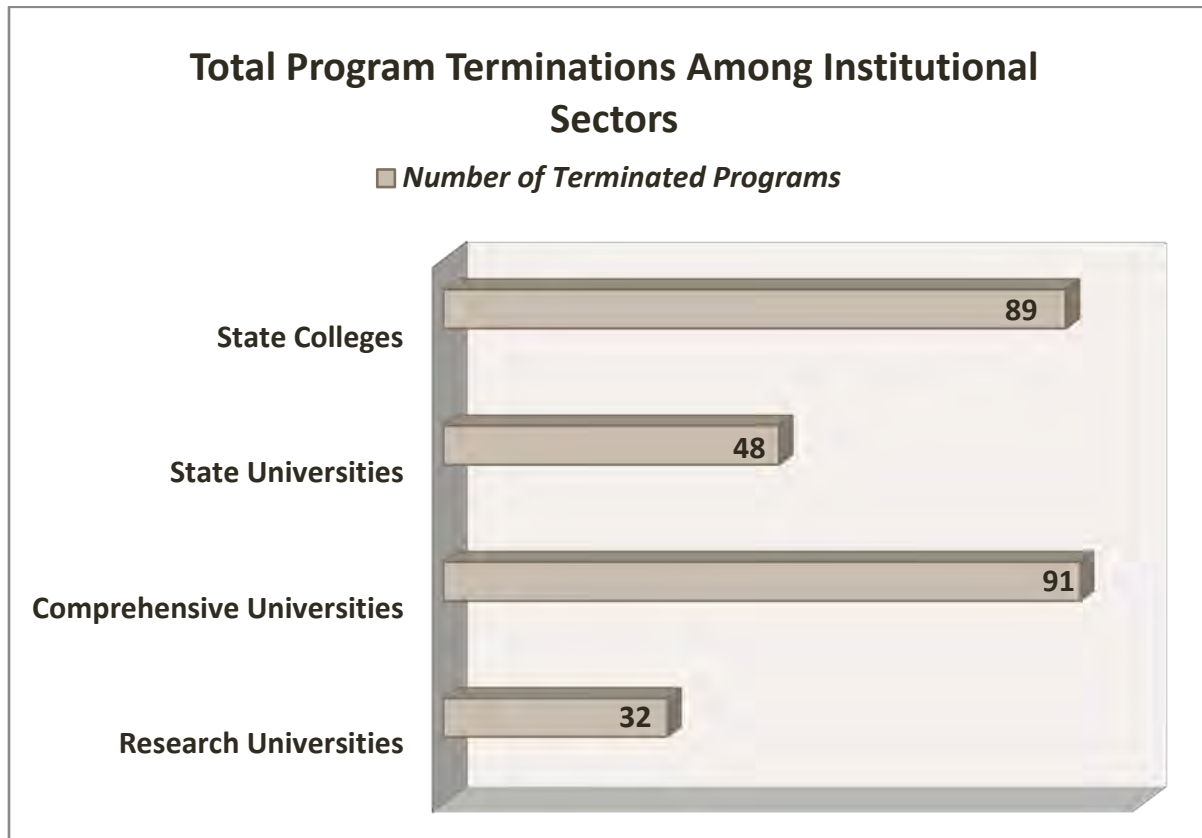
Academic program activity coincided with the trend towards an acute focus on state need for new programs of study from various perspectives inclusive of the geographic area and nearby regions, disciplinary norms and changes, employer identified incentive areas, and institutional plans. According to institutional sector, research universities represented nineteen percent (19%) of new program approvals while comprehensive universities accumulated fourteen percent (14%) of new programs developed. State Universities garnered approval for twenty-nine percent (29%) of all new degrees and majors. Continued growth in the State College sector was represented with thirty-eight percent of bachelor's degrees approved for institutions with this designation. Of the twenty-one (21) total programs approved, seventy-six percent (76%) were undergraduate majors and twenty-four percent (24%) consisted of graduate degrees. Recommendations involving new, joint degrees were not submitted by campuses during this time period. New programs were developed in a variety of areas such as computer science, analytics, post-professional law programs, healthcare including nursing, economics, and interdisciplinary studies.



## Board Approved Program Dissolution/Termination

**The low-producing program productivity initiative enacted during the 2013 – 2014 academic year provided for several** program termination requests. A total of 260 degrees and majors as well as nineteen certificates were terminated. In addition, as programs were approved, institutions were asked to identify majors and degrees that no longer had any student matriculants and were slated for eventual phase-out. As a result, research universities submitted twelve percent (12%) of closed programs and state universities submitted eighteen percent (18%) of all deleted programs. The state's designated technological research university, Georgia Institute of Technology, eliminated several majors that were simultaneously offered as stand-alone degrees that had more robust degree productivity and enrollments. Comprehensive universities were approved for thirty-five percent (35%) of requested program terminations. Approximately eighty-one programs in the comprehensive university sector were the result of Valdosta State University eliminating several masters, bachelor's, and career associate programs (e.g., Associate of Applied Science programs with several options offered in cooperation with a technical college). As a designated institutional sector, state colleges incurred a large percentage of academic programs terminated with thirty-four percent (34%) of total university system programs removed from respective institutional degree arrays.

Below is a graph depicting the number of total university system terminated programs for academic year 2013 – 2014:



Program deletions involved such areas as Specialist in Education degrees with specific teaching fields, Bachelor of Arts degrees in the arts, Bachelor of Science in Education degrees with specific teaching fields, individual language majors, social science, criminal justice, and specialized programs such as ornamental horticulture and library media. The information contained in Appendix II provides a chronological depiction of the dissolution of academic programs according to university system sector.

### ***Alternative Delivery at a Distance***

Some institutions began to offer their first programs online such as Savannah State University and the existing Bachelor of Business Administration with a major in Management that was approved by the Board in August 2013. Likewise, Kennesaw State University established a new program, a Master of Science with a major in First-Year Studies, which was to be offered online. The Board approved the Kennesaw State University program in October 2013. Notifications of existing certificates, degrees, and majors that are offered online were made by institutions that already have one approved program offered at a distance. Approximately forty notifications were received during the 2013 – 2014 academic year of fifty percent or more of full academic programs offered online with several of them encompassing graduate programs in teacher leadership, special education, educational leadership, early childhood education, and middle grades/middle school education.

### ***Technical College System of Georgia Associate of Science Degrees***

In cooperation with the Technical College System of Georgia (TCSG), the state agency responsible for guiding technical colleges, adult literacy, and customized industry training, university system institutions have begun to work in tandem with technical college institutional partners to further enhance the transferability of courses that would be recognized under specific areas under an Associate of Science degree. The following three programs were endorsed cooperatively between the Board of Regents of the University System of Georgia and the Technical College System of Georgia:

- University of West Georgia articulation with West Georgia Technical College: Associate of Science in Criminal Justice offered by West Georgia Technical College, Recommended to the Board of Regents, August 2013;

- University of Georgia articulation with Athens Technical College: Associate of Science in Consumer Economics offered by Athens Technical College, Recommended to the Board of Regents, March 2014; and,
- Armstrong State University articulation with Savannah Technical College: Associate of Science in Criminal Justice offered by Armstrong State University, Recommended to the Board of Regents, March 2014.

### ***Conclusions***

A total of eight meetings occurred for which Board approval action and notification was taken with regard to academic programs and related initiatives. Below is a recapitulation of meetings held throughout the academic year:

Board Meeting Dates	Locations
August 13 – 14, 2013	Board Room, Atlanta, Georgia
September 11, 2013	Board Room, Atlanta, Georgia
October 8 – 9, 2013	Georgia College & State University, Milledgeville, GA
November 12 – 13, 2013	Board Room, Atlanta, Georgia
January 8, 2014	Board Room, Atlanta, Georgia
March 18 – 19, 2014	Board Room, Atlanta, Georgia
April 15 – 16, 2014	University of North Georgia
May 20, 2014	Board Room, Atlanta, Georgia

The approval of academic program recommendations involved institutions from every sector of the university system with the exception of substantive changes which were not submitted by state colleges. A focus on active programs and those that had produced few, if any, graduates over several years was reflected in both terminated degrees and recommendations involving the merger and substantive change of academic majors. With changing demographics, funding patterns, and workforce preparedness initiatives, it is anticipated that university system institutions will engage in increased collaborations between and among institutions

to meet student and employer demands and to address continuous economic development projects that promote entrepreneurship, research, and business development. In addition, the consolidation of institutions will present opportunities to leverage strengths to further provide academic programs that meet local, regional, and state needs. Appendices I through III reflect individual institutional actions with regard to program approvals, terminated degrees, and substantive changes.

## APPENDIX I: Academic Program Approvals

### *Institution / Academic Program / Date Approved*

Dalton State College, Bachelor of Science with a major in Psychology, August 2013

Kennesaw State University, Bachelor of Arts with a major in Applied Computer Science, August 2013

University of North Georgia, Bachelor of Science in Nursing, October 2013

Kennesaw State University, Master of Science with a major in First-Year Studies (online), October 2013

Valdosta State University, Bachelor of Business Administration with a major in Healthcare Administration, November 2013

Georgia State University, Master of Laws, November 2013

University of North Georgia, Bachelor of Arts with a major in Communication, November 2013

Abraham Baldwin Agricultural College, New Program Resulting from a Substantive Change: Bachelor of Science in Business and Economic Development, March 2014

Armstrong Atlantic State University, New Program Resulting from a Substantive Change: Bachelor of Science in Business Economics, March 2014

University of Georgia, Master in the Study of Law, March 2014

South Georgia State College, Bachelor of Science with a major in Biological Sciences, April 2014

Bainbridge State College, Bachelor of Science in Management, April 2014

Atlanta Metropolitan State College, Bachelor of Arts in Digital Media and Entertainment, May 2014

Dalton State College, Bachelor of Science with a major in Respiratory Therapy, May 2014

**APPENDIX I: Academic Program Approvals (Continued)**

Georgia Gwinnett College, Bachelor of Science with a major in Chemistry, May 2014

Georgia Highlands College, Bachelor of Science with a major in Dental Hygiene, May 2014

Georgia Institute of Technology, Master of Science in Analytics, May 2014

Georgia State University, Master of Science in Analytics, May 2014

Savannah State University, Bachelor of Interdisciplinary Studies, May 2014

Armstrong State University, New Program Resulting from a Substantive Change:  
Bachelor of Science with a major in Biochemistry, May 2014

Fort Valley State University, New Program for the institution resulting from E-major  
collaborative program, Bachelor of Science with a major in Organizational  
Leadership offered in collaboration with Valdosta State University, May 2014

## Appendix II A: Academic Program Terminations at Research Universities

### Georgia Regents University, Terminated Programs, March 2014

- Master of Education with a major in Health and Physical Education
- Master of Science with a major in Neonatal Nurse Practitioner
- Bachelor of Science in Radiological Science with a major in Diagnostic Medical Sonography
- For Information Purposes (Item does not require Board approval): Certificate in Medical Terminology

### Georgia State University, Terminated Programs, January 2014

- Specialist in Education with a major in Special Education
- Specialist in Education with a major in Professional Counseling
- Master of Library Media with a major in Library Media Technology
- Bachelor of Arts with a major in Mathematics
- For Information Purposes (Items do not require Board approval):
  - Post-master's Certificate in Assistive Technology
  - Post-master's Certificate in Applied Behavior Analysis
  - Post-baccalaureate Certificate in Child Welfare Leadership
  - Post-baccalaureate Certificate in Forensic Social Work

### Georgia Institute of Technology, Terminated Programs, November 2013

- Bachelor of Science in Applied Biology
- Bachelor of Science in Management Science
- Bachelor of Science in Polymer and Textile Chemistry
- Bachelor of Science in Textiles and Enterprise Management
  
- Bachelor of Science with a major in Aerospace Engineering
- Bachelor of Science with a major in Applied Mathematics
- Bachelor of Science with a major in Biochemistry
- Bachelor of Science with a major in Chemical and Biomolecular Engineering
- Bachelor of Science with a major in Chemistry
- Bachelor of Science with a major in Civil Engineering
- Bachelor of Science with a major in Computer Science
- Bachelor of Science with a major in Electrical Engineering
- Bachelor of Science with a major in Industrial Engineering
- Bachelor of Science with a major in Management
- Bachelor of Science with a major in Mechanical Engineering
- Bachelor of Science with a major in Nuclear and Radiological Engineering

## **Appendix II A: Academic Program Terminations at Research Universities (Continued)**

### **Georgia Institute of Technology, Terminated Programs, November 2013 (Continued)**

- Bachelor of Science with a major in Physics
- Bachelor of Science with a major in Psychology
- Bachelor of Science with a major in Textiles
- Bachelor of Science with a major in Textile Science and Engineering

### **University of Georgia, Terminated Programs, April 2014**

- Bachelor of Arts with a major in Greek
- Bachelor of Arts with a major in Latin

### **University of Georgia, Terminated Programs, May 2014**

- Doctor of Philosophy with a major in School Psychology
- Doctor of Education with a major in Educational Psychology
- Master of Science in Family and Consumer Sciences with a major in Home Economics

## Appendix II B: Academic Program Terminations at Comprehensive Universities

### Kennesaw State University, Terminated Programs, March 2014

- Master of Science in Applied Computer Science
- Bachelor of Science with a major in Information Security and Awareness
- Bachelor of Science with a major in Information Systems

### University of West Georgia, Terminated Programs, October 2013

- Bachelor of Science in Education with a major in Business Teacher Education (Vocational)
- Specialist in Education with a major in Business Teacher Education (Vocational)

### University of West Georgia, Terminated Programs, January 2014

Bachelor of Science in Education with a major in Secondary Teacher Education

### Valdosta State University, Terminated Programs, November 2013

#### *Specialist in Education Programs (9)*

Specialist in Education with a major in Reading Education  
 Specialist in Education with a major in Career Education  
 Specialist in Education with a major in Teaching Field – Gifted  
 Specialist in Education with a major in Teaching Field – Behavior Disorders  
 Specialist in Education with a major in Teaching Field – Mental Retardation  
 Specialist in Education with a major in Teaching Field – Learning Disabilities  
 Specialist in Education with a major in Teaching Field – English  
 Specialist in Education with a major in Teaching Field – Mathematics  
 Specialist in Education with a major in Teaching Field – Social Studies

#### *Bachelor's Degree Programs (12)*

BS in Education with a major in Secondary Teacher Education  
 BS in Education with a major in Birth through Five  
 BS in Education with a major in Teaching Field - English  
 BS in Education with a major in Teaching Field – French  
 BS in Education with a major in Teaching Field – Spanish  
 BS in Education with a major in Teaching Field – Mathematics  
 BS in Education with a major in Teaching Field – Biology  
 BS in Education with a major in Teaching Field – History

## Appendix II B: Academic Program Terminations at Comprehensive Universities (Continued)

### Valdosta State University, Terminated Programs, November 2013 (Continued)

BS in Education with a major in Teaching Field – Earth/Space Science

BS in Education with a major in Teaching Field – Physics

BS in Education with a major in Teaching Field – Political Science

BS in Education with a major in Teaching Field – Mental Retardation

### *Master's Degree Programs (12)*

Master of Art Education

Master of Education with a major in Interrelated Special Education and Early Childhood Education

Master of Education with a major in Teaching Field – Gifted

Master of Education with a major in Teaching Field – Behavior Disorders

Master of Education with a major in Teaching Field – Mental Retardation

Master of Education with a major in Teaching Field – Learning Disabilities

Master of Education with a major in Teaching Field – English

Master of Education with a major in Teaching Field – Spanish

Master of Education with a major in Teaching Field – Mathematics

Master of Education with a major in Teaching Field – Science

Master of Education with a major in Teaching Field – Social Studies

Master of Education with a major in Teaching Field – History

### *Career Associate Degree Programs, Associate of Applied Science (48)*

Associate of Applied Science in Business with options in:

- Computer Programming
- Computer Information Systems
- Accounting
- Business and Office Technology
- Information and Office Technology
- Marketing Management

## **Appendix II B: Academic Program Terminations at Comprehensive Universities (Continued)**

### **Valdosta State University, Terminated Programs, November 2013 (Continued)**

Associate of Applied Science in Services with options in:

- Environmental Horticulture
- Cosmetology
- Culinary Art
- Child Development
- Child Development and Related Care

Associate of Applied Science in Health with options in:

- Dental Hygiene
- Dental Assisting
- Medical Assisting
- Pharmacy Technology
- Paramedic Technology
- Radiation Therapy
- Radiologic Technology
- Surgical Technology
- Practical Nursing

Associate of Applied Science in Technology with options in:

- Printing/Graphics Technology
- Advanced Telecommunications Technology
- Automated Manufacturing Technology
- Advanced Drafting
- Advanced Drafting and Design
- Drafting
- Masonry
- Carpentry
- Residential/Commercial Wiring
- Industrial Electrical Technology
- Building and Facilities Maintenance
- Plumbing
- Electronics Fundamentals
- Electronics Technology

## **Appendix II B: Academic Program Terminations at Comprehensive Universities (Continued)**

### **Valdosta State University, Terminated Programs, November 2013 (Continued)**

Associate of Applied Science in Technology with options in:

- Air Conditioning Technology
- Advanced Air Conditioning Technology
- Heavy Equipment Mechanic
- Industrial Maintenance Technology
- Automotive Collision Repair
- Automotive Fundamentals
- Automotive Technology
- Diesel Mechanics
- Truck Repair Technician
- Machine Tool Technology
- Advanced Machine Tool Technology
- Welding and Joining Technology
- Cabinetmaking
- Applied Manufacturing Technology

Note: Valdosta State University's Associate of Applied Science program options were offered in cooperation with Valdosta Technical College, Albany Technical College, Moultrie Technical College, Southwest Georgia Technical College, and East Central Technical College.

### **Valdosta State University, Terminated Programs, March 2014**

- Specialist in Education with a major in Middle Grades Education
- Specialist in Education with a major in Pre-Elementary/Early Childhood/Kindergarten Teacher Education
- Specialist in Education with a major in Secondary Education

### **Valdosta State University, Terminated Programs, May 2014**

Master of Education with a major in Adult and Career Education

## Appendix II C: Academic Program Terminations at State Universities

### Albany State University, Terminated Programs, January 2014

- Bachelor of Science with a major in Elementary Teacher Education
- Bachelor of Science with a major in Social Science Teacher Education
- Bachelor of Science in Education with a major in Birth through Five
- Bachelor of Science with a major in Allied Health Sciences
- Bachelor of Science with a major in Office Administration

### Clayton State University, Terminated Programs, May 2014

Bachelor of Applied Science in Dental Hygiene and Administration

### Columbus State University, Terminated Programs, November 2013

- Bachelor of Arts with a major in English (with a secondary education track)
- Bachelor of Arts with a major in History

### Columbus State University, Terminated Programs, April 2014

- Bachelor of Arts with a major in English with Teacher Certification
- Bachelor of Arts with a major in History with Teacher Certification
- Master of Science with a major in Educational/Instructional Media Design
- For Information Purposes (Items do not require Board approval):
  - Graduate Certificate in Gerontology
  - One-Year Certificate in Data Processing

### Fort Valley State University, Terminated Programs, September 2013

- Associate of Applied Science in Agriculture Engineering Technology
- Associate of Applied Science in Electronic Engineering Technology
- Associate of Applied Science in Infant and Child Development
- Associate of Applied Science in Ornamental Horticulture
- Associate of Applied Science in Veterinary Technology

### Fort Valley State University, Terminated Programs, March 2014

- Bachelor of Science in Public Service with a major in Criminal Justice
- Bachelor of Arts with a major in African World Studies

### Fort Valley State University, Terminated Programs, May 2014

Bachelor of Science in Agriculture with a major in Ornamental Horticulture

## **Appendix II C: Academic Program Terminations at State Universities (Continued)**

### **Georgia Southwestern State University, Terminated Programs, January 2014**

- Bachelor of Business Administration with a major in Finance
- Bachelor of Science with a major in Computer Science Technology
- Bachelor of Science with a major in Art Teacher Education
- Bachelor of Science in Education with a major in Teaching Field – French
- Bachelor of Science in Education with a major in Teaching Field – Spanish
- Master of Education with a major in Teaching Field – Behavior Disorders
- Master of Education with a major in Teaching Field – Mental Retardation
- Master of Education with a major in Teaching Field – Learning Disabilities
- Master of Education with a major in Secondary Teacher Education
- Master of Education with a major in Teaching Field – Science
- Master of Education with a major in Teaching Field – Biology
- Master of Education with a major in Teaching Field – Chemistry
- Master of Education with a major in Teaching Field – Social Science

### **Southern Polytechnic State University, Terminated Programs, November 2013**

- Bachelor of Science with a major in Industrial Distribution
- Bachelor of Arts with a major in Mathematics

### **University of North Georgia, Terminated Programs, November 2013**

- Associate of Applied Science in Business with an option in Microcomputer Specialist
- Associate of Applied Science in Business with an option in Management Supervisory Development
- Associate of Applied Science in Business with an option in Microcomputer Specialist
- Associate of Applied Science in Business with an option in Management Supervisory Development
- Associate of Applied Science in Business with an option in Marketing Management
- Associate of Applied Science in Health with an option in Surgical Technology
- Associate of Applied Science in Technology with an option in Printing/Graphics Technology
- Associate of Applied Science in Technology with an option in Fire Science Technology

## **Appendix II C: Academic Program Terminations at State Universities (Continued)**

### **University of North Georgia, Terminated Programs, November 2013**

- Associate of Applied Science in Technology with an option in Electronics Technology
- Associate of Applied Science in Technology with an option in Telecommunications Technology
- Associate of Applied Science in Technology with an option in Machine Tool Technology
- Associate of Applied Science in Technology with an option in Advanced Machine Tool Technology
- Associate of Applied Science in Technology with an option in Air Conditioning Technology

### **University of North Georgia, Terminated Programs, May 2014**

Bachelor of Science with a major in Social Science

## Appendix II D: Academic Program Terminations at State Colleges

### Abraham Baldwin Agricultural College, Terminated Programs, November 2013

- Associate of Applied Science in Business with options in:
  - Gaming Technology
  - Computer Programming
  - Computer Support Specialist
  - Internet Specialist
  - Internet Specialist – Web Site Design
  - Web Site Designer
  - Networking Specialist
  - Computer Support Specialist
  - Accounting
  - Business Administrative Technology
  
- Associate of Applied in Health with options in:
  - Medical Assisting
  - Radiologic Technology
  - Surgical Technology
  - Neuromuscular Therapist
  - Practical Nursing
  - Early Childhood Care and Education
  
- Associate of Applied Science in Technology with options in:
  - Convergent Telecommunications Technology
  - Criminal Justice Technology

### Abraham Baldwin Agricultural College, Terminated Programs, May 2014

- Associate of Applied Science in Business with an option in Computer Information Systems (in cooperation with East Central Technical College)
- Associate of Applied Science in Business with an option in Marketing Management (in cooperation with Moultrie Technical College and East Central Technical College)

### Atlanta Metropolitan State College, Terminated Programs, November 2013

- Associate of Applied Science in Accountancy
- Associate of Applied Science in Business Management
- Associate of Applied Science in Computerized Office Management
- Associate of Applied Science in Computer Programming

## **Appendix II D: Academic Program Terminations at State Colleges (Continued)**

### **Atlanta Metropolitan State College, Terminated Programs, November 2013**

- Associate of Applied Science in Recreation Leadership
- Associate of Applied Science in Office Administration (Secretarial)
- Associate of Applied Science in Technology with an option in Drafting

### **Bainbridge State College, Terminated Programs, May 2014**

- Associate of Applied Science in Drafting Technology
- Associate of Applied Science in Technical Studies

### **Darton State College, Terminated Programs, January 2014**

- Associate of Applied Science in Trade and Industrial Education
- Associate of Applied Science in Governmental Services
- Associate of Applied Science in Fitness Science
- Associate of Applied Science in Office Administration
- Associate of Science in Dietetic Technician
  
- Associate of Applied Science in Business with options in:
  - Accounting
  - Business and Office Technology
  - Information and Office Technology
  - Computer Information Systems
  - Note: Options were offered in cooperation with Southwest Georgia Technical College
  
- Associate of Applied Science in Health with options in:
  - Medical Assisting
  - Pharmacy Technology
  - Paramedic Technology
  - Surgical Technology
  - Practical Nursing
  - Note: Options were offered in cooperation with Southwest Georgia Technical College

## **Appendix II D: Academic Program Terminations at State Colleges (Continued)**

### **Darton State College, Terminated Programs, January 2014 (Continued)**

- Associate of Applied Science in Technology with options in:
  - Advanced Drafting and Design
  - Industrial Electrical Technology
  - Electronics Technology
  - Air Conditioning Technology
  - Automotive Technology
  - Welding and Joining Technology
  - Note: Options were offered in cooperation with Southwest Georgia Technical College
  
- Associate of Applied Science in Health with options in:
  - Dental Assisting
  - Radiologic Technology
  - Note: Options were offered in cooperation with Albany Technical College
  
- Associate of Applied Science in Services with options in:
  - Environmental Horticulture
  - Institutional Food Workers
  - Child Development and Related Care
  - Note: Options were offered in cooperation with Albany Technical College
  
- Associate of Applied Science in Technology with options in:
  - Printing/Graphics Technology
  - Advanced Drafting
  - Advanced Machine Tool Technology
  - Applied Manufacturing Technology
  - Note: Options were offered in cooperation with Albany Technical College

## **Appendix II D: Academic Program Terminations at State Colleges (Continued)**

### **Darton State College, Terminated Programs, January 2014 (Continued)**

In addition, for informational purposes, it was reported that Darton State College had terminated the following certificates listed below of which several were previously deactivated:

- Microsoft Office Specialist Master Option (one year and less than one-year certificates)
- Paralegal
- Polysomnography
- Word Information Processing
- Coaching
- Cancer Registry Management
- Emergency Medical Technician – Basic Certificate
- Clinical Trials Research Assistant

### **Georgia Highlands College, Terminated Programs, August 2013**

#### ***Cooperative degrees with North Metro Technical College:***

- Associate of Applied Science in Business – Computer Programming
- Associate of Applied Science in Business – Visual Communications
- Associate of Applied Science in Business – Applied Manufacturing Technology
- Associate of Applied Science in Health -- Paramedic Technology
- Associate of Applied Science in Services – Environmental Horticulture
- Associate of Applied Science in Technology – Electronics Technology
- Associate of Applied Science in Technology – Automotive Services Technology
- Associate of Applied Science in Technology – Automotive Technology

#### ***Cooperative degree with Georgia Northwestern Technical College:***

- Associate of Applied Science in Health – Medical Assistant
- Associate of Applied Science in Health – Respiratory Therapy Technology
- Associate of Applied Science in Services – Cosmetology
- Associate of Applied Science in Services – Early Childhood Care and Education
- Associate of Applied Science in Technology – Industrial Systems Technology

## **Appendix II D: Academic Program Terminations at State Colleges (Continued)**

### **Georgia Highlands College, Terminated Programs, August 2013 (Continued)**

- Associate of Applied Science in Health -- Radiologic Technology
- Associate of Applied Science in Business -Accounting
- Associate of Applied Science in Business -Management and Supervisory Development
- Associate of Applied Science in Business -- Computer Information Systems
- Associate of Applied Science in Business -Office Technology
- Associate of Applied Science in Business -- Marketing Management

#### ***Cooperative degrees with Northwestern Technical College and North Metro College now Chattahoochee Technical College:***

- Associate of Applied Science in Technology –Drafting
- Associate of Applied Science in Education for Paraprofessional
- Associate of Applied Science in General Business
- Associate of Applied Science in Information Technology
- Associate of Applied Science in Law Enforcement
- Associate of Science in Medical Laboratory Technology
- Associate of Science in Physical Therapist Assistant

For Information Purposes (Items do not require Board approval):  
 One-Year Certificate in Information Technology  
 One-Year Certificate in Gerontology  
 One-Year Certificate in Interpreter Training  
 Certificate of Less Than One Year in Cancer Care Nurse Navigator

### **Middle Georgia State College, Terminated Programs, January 2014**

- Bachelor of Applied Science with a major in Administration
- Bachelor of Applied Science in Flight Management
- Associate of Arts

### **Middle Georgia State College, Terminated Programs, May 2014**

- Associate of Applied Science in Flight Technology: Rotorcraft Helicopter
- Associate of Applied Science in Fight Management: Airplane

### **APPENDIX III: Substantive Changes**

Georgia Tech, Substantive Change, Bachelor of Science in Architecture, August 2013

Georgia Tech, Substantive Change, Master of Science in Architecture, August 2013

Georgia Tech, Substantive Change, Bachelor of Science in Industrial Design, August 2013

Kennesaw State University, Substantive Change, Bachelor of Science with a major in Exercise and Health Science (renamed to Bachelor of Science with a major in Exercise Science), September 2013

University of West Georgia, Master of Education with a major in Reading Instruction, October 2013

University of West Georgia, Master of Education with a major in Secondary Education, October 2013

Columbus State University, Substantive Change, Master of Science in Environmental Science (renamed to Master of Science in Natural Sciences), January 2014

University of West Georgia, Substantive Change, Master of Education in Professional Counseling, January 2014

Georgia Regents University, Substantive Change, Master of Physician Assistant (bridge program component), March 2014

Abraham Baldwin Agricultural College, Substantive Change, Bachelor of Science in Rural Studies resulting in an additional stand-alone degree (cross-listed with new program: Bachelor of Science in Business and Economic Development), April 2014

Armstrong State University, Substantive Change, Bachelor of Arts in Economics resulting in an additional stand-alone degree (cross listed with new program: Bachelor of Science in Business Economics), April 2014

University of Georgia, Substantive Change, Bachelor of Arts with a major in Latin changed to a Bachelor of Arts with a major in Classical Languages, April 2014

### **APPENDIX III: Substantive Changes (Continued)**

Georgia Southern University, Substantive Change, Pathways to the Doctor of Nursing Practice from the Bachelor of Science in Nursing, April 2014

Georgia State University, Substantive Change, Master of Science in Real Estate (reduction in program hours from 36 to 30), April 2014

Clayton State University, Substantive Change, Revising the existing Master of Arts in Teaching with a major in English and the Master of Arts in Teaching with a major in Mathematics to a single Master of Arts with a major in Teaching Fields in Secondary Education, April 2014

Armstrong State University, Substantive Change, Revising the existing Bachelor of Science with a major in Chemistry to change concentrations and resulting in an additional program (cross-listed with new program: Bachelor of Science with a major in Biochemistry), May 2014

For additional information, contact:  
Dr. Marci Middleton  
Assistant Vice Chancellor  
Academic Programs  
University System of Georgia, Board of Regents  
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Phone: 404.962.3065

## **AGENDA**

### **COMMITTEE OF PERSONNEL AND BENEFITS**

**August 20, 2014**

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## **AGENDA**

### **PERSONNEL AND BENEFITS COMMITTEE**

**August 20, 2014**

#### **1. Proposed Healthcare Plan Changes for Plan Year 2015**

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present the proposed Healthcare Plan Changes as shown in the following Appendix A for the University System of Georgia for Plan Year 2015 to become effective January 1, 2015.

2. **Proposed Healthcare Premiums for Plan Year 2015**

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will present the following proposed Healthcare Premiums for the University System of Georgia for Plan Year 2015 as shown in the following appendices, to become effective January 1, 2015.

**AGENDA**  
**COMMITTEE ON ORGANIZATION & LAW**

**August 20, 2014**

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| 4. Policy Manual Revision: Cooperative Organizations                  | 4 |
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| 6. Executive Session: Applications for Review                         | 7 |

**1. Information Item: Federal Financial Aid Repayment**

System office staff will brief the committee on matters concerning repayment of federal financial aid.

**2. Honorary Degree Request: Georgia Institute of Technology**

Georgia Institute of Technology President G.P. “Bud” Peterson seeks the Board’s approval of his request to award an honorary degree to Mr. E. Roe Stamps.

**3. Policy Manual Revision: Presidential Reappointment**

Recommended: That the Board revise Policy 2.4.2 (“Re-Appointment Declined”) to require notice of non-reappointment after the annual May (rather than the April) meeting, in keeping with recent Board practice.

*2.4.2 Re-Appointment Declined*

If the Board declines to reappoint a president, it shall notify the president, through the Chancellor, of such decision immediately following the Board’s regularly scheduled ~~April~~ **May** meeting. A decision by the Board not to reappoint a president is not subject to appeal.

### 3. Policy Manual Revision: Cooperative Organizations

Recommended: That the Board revise Policy 12.5.2 (“Relationship Between Cooperative Organizations and USG Institutions”) to require periodic institutional review of affiliated cooperative organizations to ensure compliance with Board policies, as follows (addition of #8, underlined below):

#### *12.5.2 Relationship Between Cooperative Organizations and USG Institutions*

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

1. The relationship between the cooperative organization and the USG institution is in the best interest of the USG institution as determined by the Board of Regents and the president of the institution in consultation with the Chancellor (BoR Minutes, June 2004); and,
2. The financial records of the cooperative organization, including any audits, are available for inspection by the president of the USG institution or the president’s designee; and,
3. Any use by the cooperative organization of the name of the USG institution, or of a symbol or trademark of the USG institution, is approved in advance by the president of the USG institution or the president’s designee; and,
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; and,
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; and,
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; and,
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 (BoR Minutes 1988-89, pp. 150-151); and,
8. **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 Minutes, \_\_\_\_\_).**

#### **4. Cooperative Organizations: Revisions to Guiding Principles and MOU**

##### **4.A. Revision of Guiding Principles for Cooperative Organizations**

Recommended: That the Board revise Principle 7 of its Guiding Principles for Cooperative Organizations to require tax and other regulatory compliance for organizations which are authorized to issue tax-exempt debt, as follows (added language underlined):

...

7. The Cooperative Organization shall develop policies to ensure that its business, governance, and programming activities are conducted in an open and responsible manner, consistent with the laws of the State of Georgia and, where applicable, federal regulations to include those regulations governing tax-exempt debt.

##### **4.B. Revision of Form Memorandum of Understanding for Cooperative Organizations**

Recommended: That the Board revise its form memorandum of understanding for cooperative organizations to require tax and other regulatory compliance for organizations which are authorized to issue tax-exempt debt, as follows (added language underlined):

...

**WHEREAS,** the purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation, cooperation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof; and

**WHEREAS,** *(the Institution)* is a unit of higher learning of the University System of Georgia; and

**WHEREAS,** the Cooperative Organization is a legal entity separate from the Institution that was formally designated as a cooperative organization by the president of the Institution who has determined it to be in the best interest of the Institution to do so; and

**WHEREAS,** the Cooperative Organization is empowered to create certain limited liability corporations for the purpose of facilitating the development of projects designed to benefit the University System of Georgia; and

**WHEREAS,** certain limited liability corporations are subject to certain Internal Revenue Code regulations governing the issuance of tax-exempt debt and subsequent use of assets financed by tax-exempt debt; and

...

**NOW, THEREFORE,** in consideration of the mutual covenants and promises set forth herein, and for good and other valuable consideration, the receipt, adequacy and sufficiency

of which are hereby acknowledged, the Cooperative Organization and the Institution do hereby agree as follows:

...

5. The Cooperative Organization shall cooperate with the Institution in the development of pre- and post-issuance compliance procedures to obtain and preserve the tax-exempt status of any public-private venture (PPV) debt.

**5. Executive Session: Applications for Review**

Applications for review are made to the Board of Regents pursuant to Article VIII of the Bylaws. They are typically personnel matters and issues of academic status, which are discussed in executive session.

## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

August 20, 2014

#### Agenda Item

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#### INFORMATION ITEM

1. Proposed Section Realignment to *The Policy Manual*, Section 9.8.5:
  - a) Proposed Revision to *The Policy Manual*, Section 9.8.5: PPV Rental Agreements
  - b) Proposed Revision to *The Policy Manual*, Section 9.8.5.1 Refinancing; and
  - c) Proposed Addition to *The Policy Manual*, Section 9.8.5.2 Repair and Replacement Reserves

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#### APPROVAL ITEMS

2. Ratification of the Increase to the Athletic Fee, Savannah State University
3. Ratification of the Professional Program Tuition Request for Master of Science in Electrical and Computer Engineering (Shenzhen, China), Georgia Institute of Technology

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## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

August 20, 2014

1. **Information Item: Proposed Section Realignment to *The Policy Manual*, Section 9.8.5:**
  - a) **Proposed Revision to *The Policy Manual*, Section 9.8.5 PPV Rental Agreements**
  - b) **Proposed Realignment to *The Policy Manual*, Section 9.8.5.1 Refinancing; and**
  - c) **Proposed Addition to *The Policy Manual*, Section 9.8.5.2 Repair and Replacement Reserves**

*The following language is being presented in draft form as an information item and is not being proposed for adoption at the August 20, 2014 Board of Regents meeting.*

Associate Vice Chancellor for Fiscal Affairs Susan Ridley will provide an overview of the proposed policy addition to address repair and renewal expenses and reserves associated with Public Private Venture projects.

**Recommended:** That the Board approve the proposed addition and section realignments to *The Policy Manual*, Section 9.8.5 Lease Rental Agreement Revisions: Refinancing, effective September 10, 2014 .

**Background:** PPV rental agreements have evolved through the years and inconsistencies exist in many respects. Specifically, inconsistent requirements and mechanisms for the assessment and funding of major capital repairs are a growing concern. Beginning in 2005, most PPV rental agreements included a requirement for Facilities Conditions Assessments (FCAs) every five years. From inception of the PPV program, most PPVs, with the exception of academic PPVs, provided for a Repair and Replacement (R&R) reserve. R&R reserves are typically funded with a supplemental rent payment and are used to fund major capital repairs to PPV facilities. Most PPV rental agreements lack a formal mechanism for approving increases to the supplemental rent payments as extraordinary R&R needs are identified. Very few PPV rental agreements suggest the return of any balances in the R&R reserve fund to the institution at the end of the rental term. None of the PPV rental agreements specifically require the Foundation to exhaust other project-based reserve funds available for capital expenditures, such as excess bond funds in the surplus account, for major capital repairs.

This policy will help ensure the long-term sustainability of PPV projects by permitting the VC of Facilities, with the approval of the Chancellor, to amend rental agreements as necessary to provide for increases in supplemental rent payments on either a one-time or ongoing basis and to require the landlord to:

1. **Information Item: Proposed Section Realignments to The Policy Manual, Section 9.8.5 (Continued):**

- a) **Proposed Revision to The Policy Manual, Section 9.8.5 PPV Rental Agreements**
  - b) **Proposed Realignment to The Policy Manual, Section 9.8.5.1 Refinancing; and**
  - c) **Proposed Addition to The Policy Manual, Section 9.8.5.2 Repair and Replacement Reserves**
1. Fund and establish a repair and replacement reserve for capital repairs and replacements;
  2. Provide funds from the repair and replacement reserve for a Facilities Condition Assessment Report (FCAR), performed in accordance with USG procedures and guidelines;
  3. Exhaust any PPV project-based reserves or surplus accounts held by the trustee or the foundation prior to exhausting the repair and replacement reserve; and,
  4. Utilize any balances remaining in the repair and replacement reserve on necessary capital repairs and replacements prior to the termination of the rental agreement.

It is the intent of the Board of Regents that the cooperative organization, or its affiliated limited liability company, gift any remaining balances in the repair and replacement reserve to the institution upon termination of the rental agreement.

**Proposed Policy Changes 9.8.5 Lease Rental Agreement Revisions: Refinancing**

The **bold**, **highlighted text**, represent additions and the ~~stricken~~ texts represent deletions.

<i>Current Policy</i>	<i>Proposed Policy</i>
<p><b><i>9.8.5 Lease Rental Agreement Revisions: Refinancing</i></b></p> <p>Capital lease payments associated with the University System of Georgia (USG) Public Private Venture (PPV) program made to cooperative organizations minimally are designed to support the required cooperative organization bond payment for principal and interest in addition to other costs as determined between the parties to the agreement. The portion of the PPV capital lease payment associated with the principal and interest is established consistent with the original terms of the revenue bond payment schedule required of the cooperative organization. A cooperative</p>	<p><b><i>9.8.5 PPV Rental Agreements</i></b></p>

1. **Information Item: Proposed Section Realignments to The Policy Manual, Section 9.8.5 (Continued):**

- a) **Proposed Revision to *The Policy Manual*, Section 9.8.5 PPV Rental Agreements**
- b) **Proposed Realignment to *The Policy Manual*, Section 9.8.5.1 Refinancing; and**
- c) **Proposed Addition to *The Policy Manual*, Section 9.8.5.2 Repair and Replacement Reserves**

organization may, from time to time and at its own discretion, decide to refinance the original bond, revise the bond terms, or otherwise take action to manage risk and reduce costs associated with the bond debt.

It is the policy of the Board of Regents of the University System of Georgia that institutions shall monitor actions taken by cooperative organizations to refinance or otherwise alter the terms of the underlying bond debt. Insofar as the cooperative organization experiences a reduction in principal and interest payments, USG institutions shall ensure that they achieve a corresponding reduction in the associated capital lease payments equal to at least fifty (50) percent of the cooperative organization's savings. This reduction shall be achieved through renegotiating the rental agreement to which the USG institution and the cooperative organization are parties. USG institutions shall not renew rental agreements that have not been amended to reflect these savings. USG institutions should strive to ensure that the length of the original bond is not extended prior to agreeing to renew the underlying rental agreement; however, circumstances may arise when prudence would dictate otherwise.

USG institutions shall use any savings recognized through the renegotiated rental agreement to benefit students and to strengthen the PPV program at that institution. An institution may benefit students through reducing the current mandatory and/or special

**1. Information Item: Proposed Section Realignments to *The Policy Manual*, Section 9.8.5 (Continued):**

- a) **Proposed Revision to *The Policy Manual*, Section 9.8.5 PPV Rental Agreements**
- b) **Proposed Realignment to *The Policy Manual*, Section 9.8.5.1 Refinancing; and**

c) **Proposed Addition to The Policy Manual, Section 9.8.5.2 Repair and Replacement Reserves**

<p>fees used to support the particular PPV facility, through eliminating a planned future fee increase, through improving services offered associated with the PPV facility, or through fully funding institutional PPV reserves. This list is not intended to be all-inclusive. Institutions shall notify the USG Chief Fiscal Officer of the planned use for realized savings.</p>	
<p><i>9.8.5 Lease Rental Agreement Revisions: Refinancing</i></p>	<p><b><i>Realignment to Policy</i></b></p>
	<p><b><i>9.8.5.1 Lease Rental Agreement Revisions: Refinancing</i></b></p> <p>Capital lease payments associated with the University System of Georgia (USG) Public Private Venture (PPV) program made to cooperative organizations are designed, at a minimum, to support the required cooperative organization bond payment for principal and interest in addition to other costs as determined between the parties to the agreement. The portion of the PPV capital lease payment associated with the principal and interest is established consistent with the original terms of the revenue bond payment schedule required of the cooperative organization. A cooperative organization may, from time to time and at its own discretion, decide to refinance the original bond, revise the bond terms, or otherwise take action to manage risk and reduce costs associated with the bond debt.</p>

1. **Information Item: Proposed Section Realignments to *The Policy Manual*, Section 9.8.5 (Continued):**

- a) **Proposed Revision to *The Policy Manual*, Section 9.8.5 PPV Rental Agreements**
- b) **Proposed Realignment to *The Policy Manual*, Section 9.8.5.1 Refinancing; and**
- c) **Proposed Addition to *The Policy Manual*, Section 9.8.5.2 Repair and Replacement Reserves**

	<p>It is the policy of the Board of Regents of the University System of Georgia that institutions shall monitor actions taken by cooperative organizations to refinance or otherwise alter the terms of the underlying bond debt. Insofar as the cooperative organization experiences a reduction in principal and interest payments, USG institutions shall ensure that they achieve a corresponding reduction in the associated capital lease payments equal to at least fifty (50) percent of the cooperative organization's savings. This reduction shall be achieved through renegotiating the rental agreement to which the USG institution and the cooperative organization are parties. USG institutions shall not renew rental agreements that have not been amended to reflect these savings. USG institutions should strive to ensure that the length of the original bond is not extended prior to agreeing to renew the underlying rental agreement; however, circumstances may arise when prudence would dictate otherwise.</p> <p>USG institutions shall use any savings recognized through the renegotiated rental agreement to benefit students and to strengthen the PPV program at that institution. An institution may benefit students through reducing the current mandatory and/or special fees used to support the particular PPV facility, through eliminating a planned future fee increase, through improving services offered associated with the PPV facility, or through fully funding institutional PPV reserves. This list is not intended to be all-inclusive.</p>
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1. **Information Item: Proposed Section Realignments to *The Policy Manual*, Section 9.8.5 (Continued):**

- a) Proposed Revision to *The Policy Manual*, Section 9.8.5 PPV Rental Agreements
- b) Proposed Realignment to *The Policy Manual*, Section 9.8.5.1 Refinancing; and
- c) Proposed Addition to *The Policy Manual*, Section 9.8.5.2 Repair and Replacement Reserves

	Institutions shall notify the USG Chief Fiscal Officer of the planned use for realized savings.
	<b><i>Proposed Policy Addition</i></b>
	<b><i>9.8.5.2 Repair and Replacement Reserves</i></b>
	<p>It is the policy of the Board of Regents of the University System of Georgia that rental agreements associated with the PPV program between the Board of Regents and a cooperative organization or its affiliated limited liability company contain provisions related to routine assessments of facility conditions, funding, disbursement, and disposition of repair and replacement reserves, to enhance the long-term sustainability of PPV projects through ensuring that such reserves are used for capital repairs and replacements.</p> <p>PPV rental agreements shall contain requirements that the landlord:</p> <ol style="list-style-type: none"> <li>1. Fund and establish a repair and replacement reserve for capital repairs and replacements;</li> <li>2. Provide funds from the repair and replacement reserve for a Facilities Condition Assessment Report (FCAR) performed in accordance with USG procedures and guidelines;</li> </ol>

1. **Information Item: Proposed Section Realignments to *The Policy Manual*, Section 9.8.5 (Continued):**

- a) **Proposed Revision to *The Policy Manual*, Section 9.8.5 PPV Rental Agreements**
- b) **Proposed Realignment to *The Policy Manual*, Section 9.8.5.1 Refinancing; and**
- c) **Proposed Addition to *The Policy Manual*, Section 9.8.5.2 Repair and Replacement Reserves**

	<p>3. Exhaust any PPV project-based reserves or surplus accounts held by the trustee or the foundation prior to exhausting the repair and replacement reserve; and,</p> <p>4. Utilize any balances remaining in the repair and replacement reserve on necessary capital repairs and replacements prior to the termination of the rental agreement.</p> <p>It is the intent of the Board of Regents that the cooperative organization, or its affiliated limited liability company, gift any remaining balances in the repair and replacement reserve to the institution upon termination of the rental agreement.</p> <p>This policy is effective immediately upon approval for new PPV rental agreements and for all PPV renewals to the extent permitted by the existing loan agreements.</p> <p>The USG Chief Facilities Officer, with the approval of the Chancellor, shall be authorized and empowered, in the name and on behalf of the Board of Regents of the University System of Georgia, to take or cause to be taken any and all such further action as, in the judgment of such official, may be necessary, proper, convenient, or required in connection with the execution and delivery of instruments, documents, or writings in order to carry out the intent of this policy for all PPV rental agreements.</p>
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3. **Ratification of the Increase to the Athletic Fee, Savannah State University**

Recommended: That the Board ratify the Chancellor's approval of Savannah State University's request to increase the Athletic fee from \$288 to \$300 per semester, effective Fall 2014.

Background: In 2008, Savannah State University (SSU) began the pursuit to gain admittance into the Mid-Eastern Athletic Conference (MEAC), and joined the conference in fiscal year 2011. Membership in the MEAC required significant increases to the coaching staff, scholarships and the overall budget. Since joining the conference, athletic expenses have outpaced revenues, resulting in an overall deficit in the athletic fund.

The \$12 athletic fee increase will generate an additional \$134,000 in fiscal year 2015 but will not eliminate the annual or cumulative deficit. The fee increase must be coupled with other strategies, including a reduction in expenses and enhanced efforts to raise revenue from outside sources. Further increases in the SSU athletic fee absent a demonstrated effort to reduce expenses and/or enhance revenues from sources other than fees paid by students will not be considered.

4. **Ratification of the Professional Program Tuition Request for the Master of Science in Electrical and Computer Engineering (Shenzhen, China), Georgia Institute of Technology**

**Recommended:** That the Board ratify the Chancellor's approval of the request from President Bud Peterson of the Georgia Institute of Technology for a professional program in-state and out-of-state tuition rate \$5,880 per semester for students enrolled for more than three credit hours and \$1,764 per semester for students enrolled for three credit hours or less for the Master of Science (M.S.) in Electrical and Computer Engineering degree program located in Shenzhen, China effective Fall semester 2014.

**Background:** Effective Fall semester 2014, the Georgia Institute of Technology's M.S. in Electrical and Computer Engineering degree program offered in China will be relocated from Shanghai to Shenzhen, near Hong Kong. The program's move to Shenzhen necessitated a change in the program's tuition structure and pricing to comply with the Chinese Ministry of Education's tuition pricing requirements for degree programs offered in China by foreign institutions. These requirements mandate program tuition be a semester or academic year-based flat rate rather than a per credit hour based rate.

Accordingly, the FY 2015 professional tuition rate effective Fall semester 2014 for the Georgia Institute of Technology's M.S. in Electrical and Computer Engineering degree program offered at Shenzhen, China will be:

	In-State Tuition FY 2014	In-State Tuition FY 2015	Out-of-State Tuition FY 2014	Out-of-State Tuition FY 2015
MS Electrical & Computer Engineering (Shanghai)				
	Credit Hour Rate	Credit Hour Rate	Credit Hour Rate	Credit Hour Rate
	\$490.00	Discontinued	\$490.00	Discontinued
MS Electrical & Computer Engineering (Shenzhen)				
More than 3 credit hours	N/A	\$5,880.00	N/A	\$5,880.00
3 credit hours or less	N/A	\$1,764.00	N/A	\$1,764.00

**AGENDA**  
**COMMITTEE ON ECONOMIC DEVELOPMENT**

**August 20, 2014**

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**INFORMATION ITEMS**

1. Regent Dean Alford and Vice Chancellor Mark Lytle will make a Power Point supported presentation to the Regents in Track II to stimulate committee discussion regarding the future direction of USG economic development.
2. The presentation will review the appropriate and applicable portions of the previously approved Board of Regents–USG Strategic Plan and propose a path forward for future economic development initiatives at the USO and across the system.
3. This presentation and discussion will be for information only and no further action will be required of the committee at this time.

**AGENDA**  
**COMMITTEE ON REAL ESTATE AND FACILITIES**

**August 20, 2014**

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**AGENDA**  
**COMMITTEE ON REAL ESTATE AND FACILITIES**

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## **AGENDA**

### **COMMITTEE ON REAL ESTATE AND FACILITIES**

**August 20, 2014**

#### **1. Chancellor's Actions**

Pursuant to authority delegated by the Board, the Chancellor took the following actions.

**1.a. Authorization of Project No. J-132A, College of Dental Medicine Ambulatory Surgery Center, Georgia Regents University**

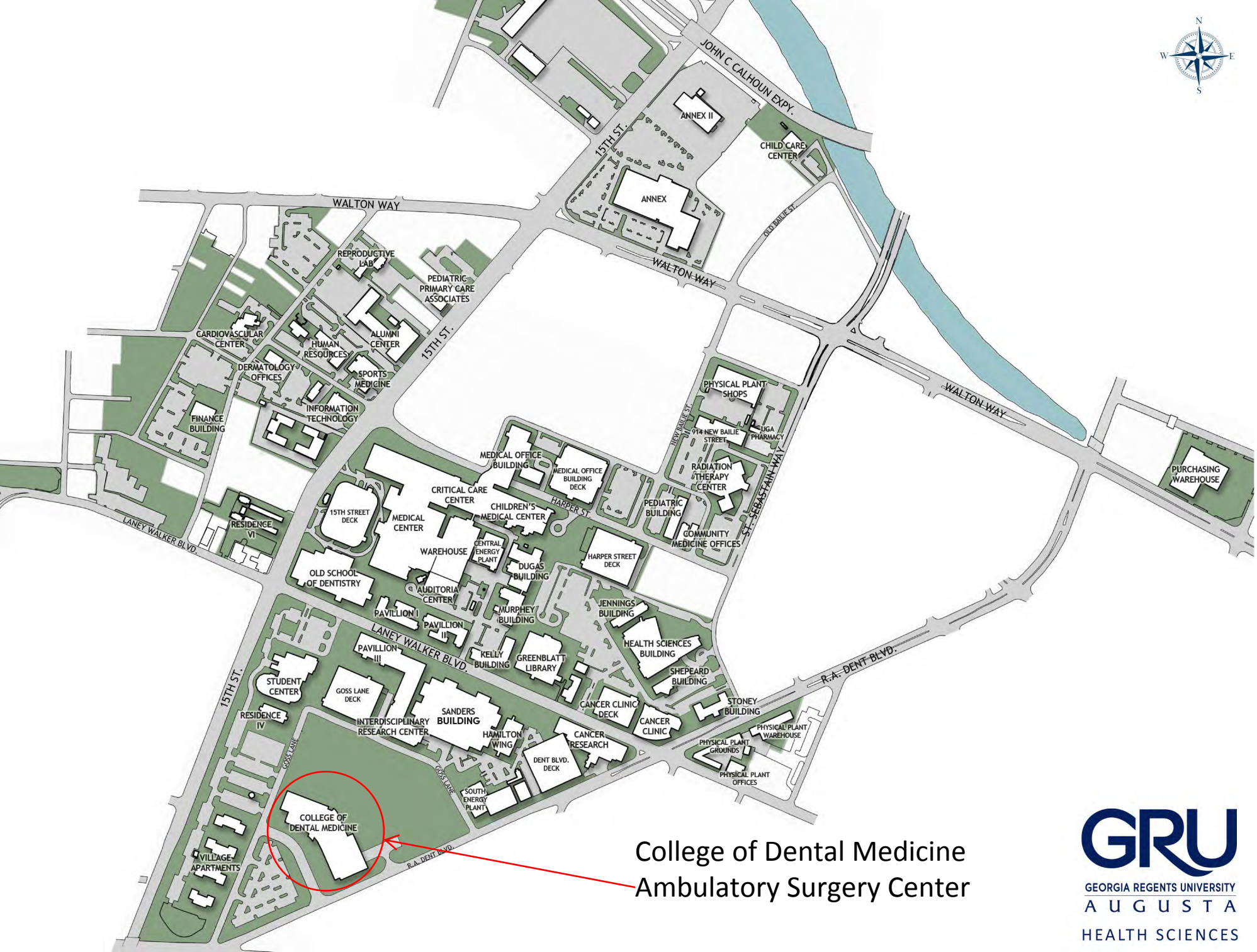
Approved: On June 16, 2014 the Chancellor administratively approved Project No. 132A, “College of Dental Medicine Ambulatory Surgery Center”, Georgia Regents University, (“GRU”) with a total project budget of \$1,285,220, to be funded with residual funds from Project No. J-132, School of Dentistry held by the Georgia State Financing and Investment Commission (“GSFIC”), GRU unencumbered cash from Project No. J-132 and philanthropic gifts & donations.

Understanding: Approximately 2,400 square feet in the GRU College of Dental Medicine building will be renovated to provide a new waiting room for outpatient surgical patients, six Prep / Recovery bays, a nurse work station with supply storage, relocated nursing control area and equipment storage. The Medicare Ambulatory Surgery Center (the “ASC”) was designed under the 2006 Facilities Guideline Institute (the “FGI”) guidelines. 2010 FGI guidelines now apply for State licensure and certification as an ASC.

The estimated construction cost for this project is \$685,700.

The renovated space is within the existing College of Dental Medicine building and does not conflict with GRU’s master plan.

The University System Office staff and GRU will proceed with construction of the project in accordance with Board of Regents policy.



College of Dental Medicine  
Ambulatory Surgery Center

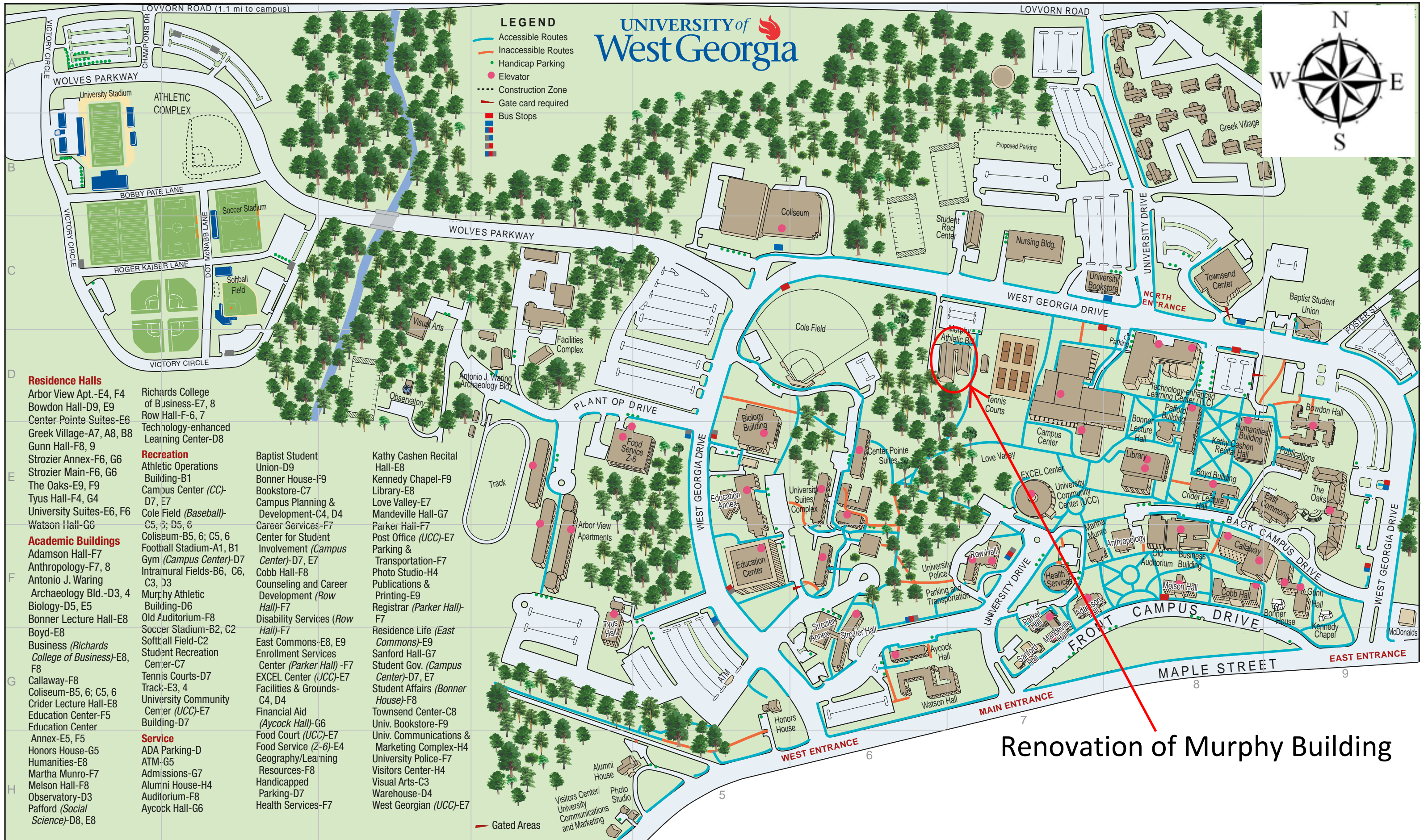
**1.b. Authorization of Project Budget Modification, Project No. J-225, Renovation of Murphy Building, University of West Georgia**

Approved: On June 19, 2014 the Chancellor administratively modified the budget of Project J-225, “Renovation of Murphy Building”, University of West Georgia, (“UWG”), to increase the total project budget from \$3,500,000 to \$4,500,000.

Understandings: The Renovation of Murphy Building project approved by the Board in May, 2013 is in design phase. The Murphy Building Renovation Project will provide for more than 25,000 square feet for Online programs, to include both USG Collaborative Programs (eCore® and eMajor) and UWG Online, and university Admissions. As a former athletic office and training facility, the building will be completely repurposed and renovated to provide for a) office and production space for the rapidly growing number of staff who support UWG Online faculty/students and the administrative functions of the system’s collaborative eCore® and eMajor programs; and (b) an easily-accessible, welcoming environment for prospective students.

Funding for the \$1,000,000 increase will be from FY 13 tuition carry-forward funds.

	<u>April 2014</u>	<u>Now</u>
Total Project Cost:	\$3,500,000	\$4,500,000
Construction Cost (Stated Cost Limitation):	\$2,614,500	\$3,350,000



2. **Update on 2015 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia**

In May 2014, the Board adopted a Resolution prepared by the Revenue Division of the Georgia Department of Law covering the issuance of 2015 General Obligation Bonds (the “G. O. Bonds”) by the State of Georgia through the Georgia State Financing and Investment Commission for use in funding projects for the University System of Georgia.

The Revenue Division of the Georgia Department of Law prepared on behalf of the Board of Regents a Resolution to cover the sale of 2015 G. O. Bonds. The following is a list of the project funding request and the actual bonds sold in June 2014.

<b><u>Capital Project Funding Requests</u></b>		<b><u>Original Request</u></b>	<b><u>Actual Bonds Sold</u></b>
J-162	“Science Building” Clayton State University	2,900,000	2,900,000
J-183	“Humanities-Law Building” Georgia State University	7,000,000	7,000,000
J-181	“Fine Arts Center” Albany State University	1,400,000	1,400,000
J-234	“Science Building” University of Georgia	44,700,000	44,700,000
J-235	“Price Gilbert-Crosland Tower Renewal” Georgia Institute of Technology	1,700,000	1,700,000
J-236	“Military Science Building” Georgia Southern University	1,200,000	950,000
J-237	“Turfgrass Research and Education Facility” University of Georgia	1,800,000	1,800,000
J-239	“Renovation of Historic Beeson Hall” Georgia College & State University	1,000,000	1,000,000
J-240	“Science & Technology Facility” Savannah State University	2,500,000	2,500,000
J-241	“Renovation of Hightower Library” Gordon State College	525,000	440,000

2. **Update on 2015 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)**

		<b><u>Original Request</u></b>	<b><u>Actual Bonds Sold</u></b>
J-242	“Baldwin Hall Expansion & Renovation” University of Georgia	930,000	750,000
J-243	“Renovation of Arnold Hall” Columbus State University	595,000	500,000
J-244	“Oconee Campus Annex” University of North Georgia	300,000	250,000
J-245	“Infrastructure Renovation/Upgrades” Atlanta Metropolitan State College	300,000	300,000
J-246	“Lab Science Building - Phase II” Abraham Baldwin Agricultural College	2,700,000	2,700,000
J-247	“Renovation of University Center” Valdosta State University	230,000	190,000
J-248	“Replacement of HVAC at Reese Library” Georgia Regents University	3,800,000	3,800,000
J-249	“Art Gallery and Kell Building” Fort Valley State University	750,000	750,000
J-250	“Renovation of Davis Hall” South Georgia State College	475,000	250,000
J-251	“ARC Building Renovation” Armstrong Atlantic State University	325,000	270,000
J-252	“Hazardous Material Storage Facility” Georgia Institute of Technology	675,000	450,000
J-253	“Renovation of Mayfair & Macintosh” Georgia College & State University	470,000	390,000

2. **Update on 2015 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)**

		<b><u>Original Request</u></b>	<b><u>Actual Bonds Sold</u></b>
J-254	“Aviation College Airplane Replacement” Middle Georgia State College	2,000,000	2,000,000
J-255	“Purchase Brandsmart Property” Kennesaw State University	9,900,000	9,900,000
J-256	“Digital Broadband Peachnet Access” Regents Central Office	2,500,000	2,500,000
J-257	“Agricultural Experiment Station - Equipment” University of Georgia	1,000,000	1,000,000
J-258	“Roosevelt Warm Springs Health Facility Improvements” Georgia Regents University	5,000,000	5,000,000
J-259	“Science Park, Phase II” Georgia State University	10,000,000	10,000,000
J-260	“Tift Building” University of Georgia	300,000	300,000
J-261	“Major Repairs and Rehabilitation” University System of Georgia	40,000,000	40,000,000
J-262	“Cooperative Extension and Agricultural Experiment Station - MRR” University of Georgia	4,000,000	4,000,000
J-208	“Health Center” Georgia Southern University	9,300,000	9,300,000
J-215	“Renovation of Hynes Hall” Middle Georgia State College	3,530,000	3,530,000
J-181	“Fine Arts Center” Albany State University	500,000	500,000
<b>FY 2015 Sub-Total:</b>		<b><u>164,305,000</u></b>	<b><u>163,020,000</u></b>

2. **Update on 2015 General Obligation Bond Issue, Georgia State Financing and Investment Commission, University System of Georgia (continued)**

<b><u>Pass-Thru Agency Funding Requests</u></b>		<b><u>Original Request</u></b>	<b><u>Actual Bonds Sold</u></b>
GRA-258	“Equipment” Georgia Research Alliance	8,970,000	8,970,000
GPT-10	“Replace Antenna at WACG” Georgia Public Telecommunications	290,000	290,000
GPT-11	“Equipment and Communications System Upgrades” Georgia Public Telecommunications	1,070,000	1,070,000
GPL-64	“Computer Equipment Replacement” Georgia Public Library Service	2,000,000	2,000,000
GPL-66	“Villa Rica Library (Carroll County)” Georgia Public Library Service	500,000	500,000
GPL-67	“Hogansville Public Library (Troup County)” Georgia Public Library Service	2,000,000	2,000,000
<b>Pass-Thru Sub-Total:</b>		<b><u>\$14,830,000</u></b>	<b><u>\$14,830,000</u></b>
<b>Total Bond Sale:</b>		<b><u>\$179,135,000</u></b>	<b><u>\$177,850,000</u></b>

**3. College of Agricultural and Environmental Sciences Facilities Reduction Plan, University of Georgia**

In 2011, the University of Georgia (“UGA”) College of Agricultural and Environmental Sciences (“CAES”) began an intensive review of all of their facilities to identify opportunities for inventory reduction with a goal of a fifteen percent reduction. The review included facilities at Agricultural Experiment Stations, Cooperative Extension and Regional Education Center sites.

The review and subsequent reduction of facilities will not only reduce the need for legislative appropriation of maintenance and operation funding but also allow fiscal and other resources to be directed to facilities providing modern academic and research benefits.

UGA CAES has currently identified 155 buildings around the state totaling approximately 362,000 square feet, or 20% of the inventory, that are no longer cost effective candidates for repair, are generally inefficient, and are no longer useful for support of the CAES mission. Consistent with state stewardship requirements, this list will be comprehensively vetted to determine appropriate mitigation measures for demolition of any buildings deemed to have historic significance.

It is anticipated that \$1,500,000 in funds from the sale of the Plant Sciences Farm will be used for the abatement and demolition of these 155 buildings. The timeline for completion of all demolitions is December 2016.

4. **Recognition of University System of Georgia Projects by the Georgia Trust for Historic Preservation**

In May 2014, the Georgia Trust for Historic Preservation (the “Trust”), one of the nation’s largest state-wide nonprofit historic preservation organizations, presented “Excellence in Rehabilitation” awards to five University System of Georgia (“USG”) institutions for their projects to rehabilitate and reuse historic buildings on their campuses. The institutions and related projects receiving awards were:

- Ashley Hall at Valdosta State University
- College of Architecture - East Architecture Building at the Georgia Institute of Technology
- Collum Hall at Georgia Southwestern State University
- Dining Hall at South Georgia State College
- Tift, Lewis and Herring Halls at Abraham Baldwin Agricultural College.

The awards ceremony was held in Cartersville, in conjunction with the Trust’s annual meeting, to honor projects and individuals who have contributed to the excellence of preservation in Georgia. This recognition by the Trust highlights USG’s commitment to reuse, renew, and adapt its existing buildings to meet new academic uses while at the same time being good stewards of over 800 historic buildings.

**5. Acquisition of Real Property, 121 - 125 John Wesley Dobbs Avenue and 82 Piedmont Avenue, Atlanta, Georgia State University**

Recommended: That the Board authorize the purchase of approximately 1.099 acres of improved real property located at 121 - 125 John Wesley Dobbs Avenue and 82 Piedmont Avenue, Atlanta, from the Georgia State University Real Estate Foundation (the “Foundation”) for \$4,075,000 for the use and benefit of Georgia State University (“GSU”).

Recommended further: That acquisition of this real property be subject to completion of a recordable survey indicating no easements or restrictions that would adversely affect the use of the property.

Recommended further: That the legal details involved with this purchase of real property be handled by the Georgia Department of Law.

Recommended further: That the Board declare the building at 82 Piedmont Avenue to be not useful to GSU or other units of the University System of Georgia and authorize demolition and removal of this building.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of the building at 82 Piedmont Avenue from the campus of GSU.

Recommended further: That demolition and removal of this building be subject to conducting a hazardous materials survey and assessment to identify the presence of asbestos-containing materials or other hazardous materials in the building and completion of any associated abatement, management, and/or disposal measures prior to or during demolition to ensure compliance with environmental regulations.

Understandings: Acquisition of this real property is consistent with the GSU master plan.

If acquired the real property will be used by GSU’s housing auxiliary for inclusion in the housing privatization initiative. This real property was acquired in separate tracts by the Foundation between September 2010 and October 2013 for \$4,625,000.

Three independent appraisals of the real property are as follows:

<u>Appraiser</u>	<u>Appraised Value</u>	<u>Average</u>
Catherine Hayward, MAI, Atlanta	\$3,600,000	
C. Clayton Davie, MAI, Atlanta	\$4,025,000	\$4,075,000
Harris B. Simpson, MAI, Atlanta	\$4,600,000	

**5. Acquisition of Real Property, 121 – 125 John Wesley Dobbs Avenue and 82 Piedmont Avenue, Atlanta, Georgia State University (continued)**

An environmental site assessment has been conducted and a plan to mitigate indicated environmental issues will be in place prior to acquisition.

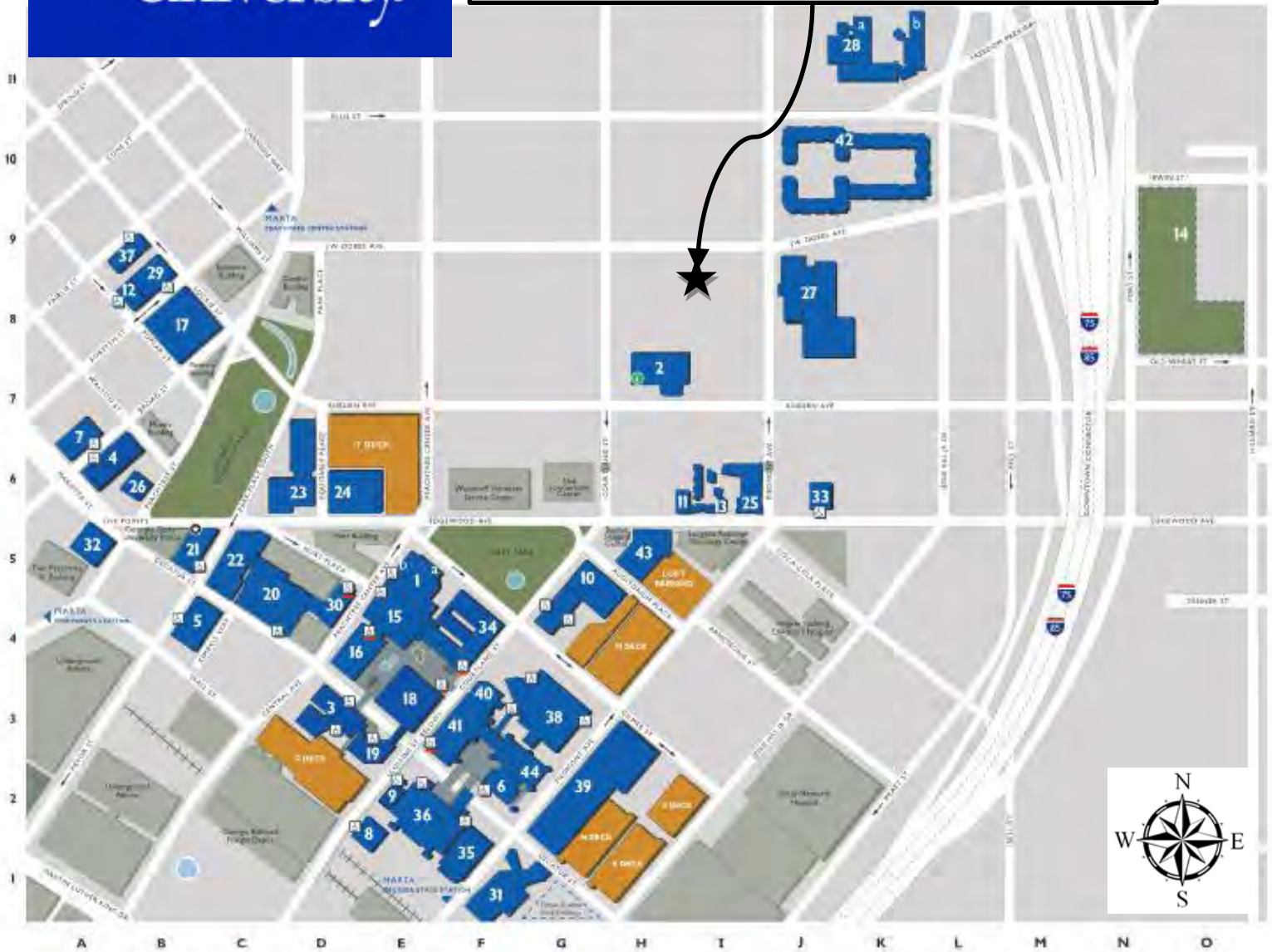
Funding is from GSU institutional funds.

The real property at 82 Piedmont Avenue is improved with a 9,432 square foot one-story steel and concrete building constructed in 1963 that is in fair condition.

As required by the Georgia Environmental Policy Act and the appropriate State Stewardship review, prior to demolition the Georgia Historic Preservation Division will review this proposed demolition.



121-125 John Wesley Dobbs  
and 82 Piedmont Avenue



- BUILDINGS OCCUPIED BY GEORGIA STATE
- GEORGIA STATE PARKING
- STREET LEVEL ACCESSIBLE ENTRANCE
- STREET LEVEL ACCESSIBLE ENTRANCE (ON COLLINS STREET BELOW COURTLAND)
- INFORMATION & WELCOME CENTER

- |   |  |   |                                       |
|---|--|---|---------------------------------------|
| 1 ARTS & HUMANITIES (ARTS) E5<br>1a Florence Knight Rodin Hall<br>1b Emory G. Welch Gallery | 11 148 EDGEWOOD (148EDG) I6                            | 23 25 PARK PLACE (25PP) D6  | 33 SCULPTURE STUDIO (SCULP) J6        |
| 2 100 AUBURN AVENUE (100AUB) H7   | 12 HASS-HOWELL BUILDING (HASS) B8                      | 24 25 PARK PLACE ANNEX D6   | 34 SPARKS HALL (SPARKS) #4            |
| 3 CLASSROOM SOUTH (ICLSO) D3<br>J. MACK ROBINSON  | 13 INTEREST HOUSING (INTHOUS) I6                       | 25 PATTON HALL (PATTON) I6  | 35 SPORTS ANNEX (SPTANX) F1           |
| 4 COLLEGE OF BUSINESS (RCB) A6  | 14 315 IRWIN STREET - RECREATIONAL FIELDS (315IRWN) O9 | 26 34 PEACHTREE ST. BUILDING (34PTRE) B6  | 36 SPORTS ARENA (ARENA) E2            |
| 5 COLLEGE OF EDUCATION (COE) B4   | 15 KELL HALL (KELL) E4                                 | 27 75 PIEDMONT (75PIED) J8  | 37 STANDARD BUILDING (STAND) B9       |
| 6 COLLEGE OF LAW (LAW) F2<br>BENNETT A. BROWN   | 16 LANGDALE HALL (LANGDL) D4<br>MILLEN M. ADERHOLD     | 28 PIEDMONT NORTH K11<br>18a Piedmont North Building A (PIEDNA)<br>28b Piedmont North Building B (PIEDNB) | 38 STUDENT CENTER (STUCTR) G3         |
| 7 COMMERCE BUILDING (BBCOM) A7  | 17 LEARNING CENTER (ADHOLD) B8                         | 29 RIALTO CENTER FOR THE ARTS (RIALTO) B9   | 39 STUDENT RECREATION CENTER (REC) G2 |
| 8 COURTLAND BUILDING (COURTB) E2  | 18 LIBRARY NORTH (LIBNO) E3                            | 30 SCIENCE ANNEX (SCIANNX) D4<br>PARKER H. PETIT  | 40 UNIVERSITY BOOKSTORE (BOOK) #3     |
| 9 COURTLAND NORTH (COURTN) E2   | 19 LIBRARY SOUTH (LIBSO) E2                            | 31 SCIENCE CENTER (PETIT) F1<br>ANDREW PETTIT   | 41 UNIVERSITY CENTER (UCTR) F3        |
| 10 DAHLBERG HALL (DBERG) G5   | 20 NATURAL SCIENCE CENTER (NSC) C4                     | 32 SCHOOL OF POLICY STUDIES (AYSPS) A5  | 42 UNIVERSITY COMMONS (COMMON) K10    |
|   | 21 ONE PARK PLACE (1PP) B5                             |   | 43 UNIVERSITY LOFTS (LOFTS) H5        |
|   | 22 10 PARK PLACE (10PP) C5                             |   | 44 URBAN LIFE BUILDING (URBAN) G2     |

6. **Multi-Year Rental Agreement, 387 Technology Circle, Atlanta, Georgia Institute of Technology**

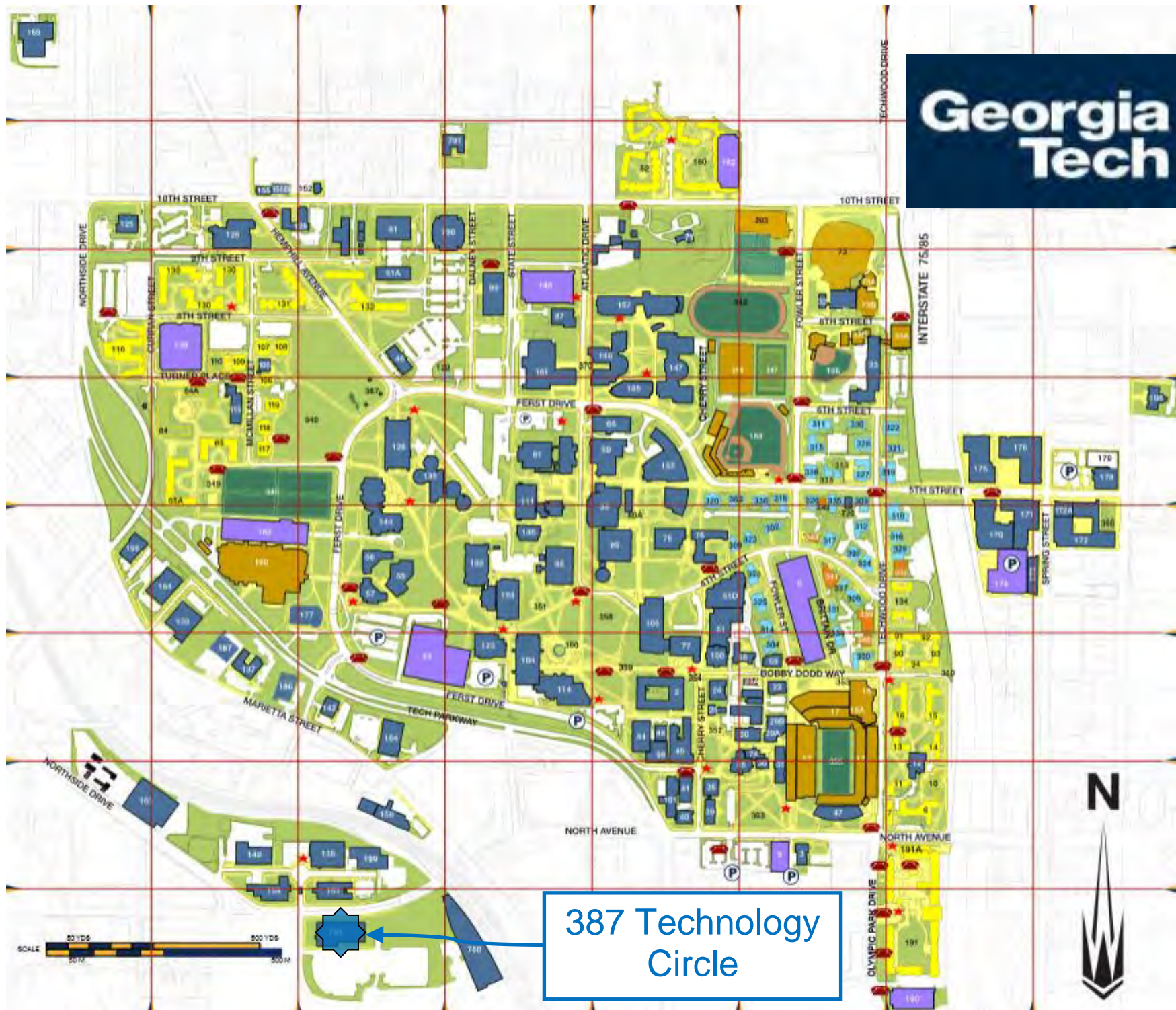
Recommended: That the Board authorize the execution of a rental agreement between TUFF TEP 1 Master Lease, LLC, Landlord, and the Board of Regents, Tenant, for approximately 33,997 square feet of laboratory and support space located at 387 Technology Circle, Atlanta, for the period June 1, 2014, through January 31, 2023, at a monthly rent of \$68,025 (\$816,300 per year annualized/\$24.01 per square foot per year) with rent being abated for the first 55 days, and with rent increasing 1% per year, for the use of the Georgia Institute of Technology (“GIT”).

Recommended further: That the terms of this rental agreement be subject to review and legal approval of the Georgia Department of Law.

Understandings: In January 2013, the Board authorized a year-to-year lease for GIT for these premises.

This lease will be subject to approval by the State Properties Commission as a multi-year lease. Conversion of the current year-to-year lease into a multi-year agreement will enhance the financial strength of the building supporting GIT’s economic development mission.

Operating expenses, including cleaning, repairs and maintenance, grounds and security, utilities, administration, taxes, and insurance are estimated to be \$611,946 per year annualized.



387 Technology  
Circle

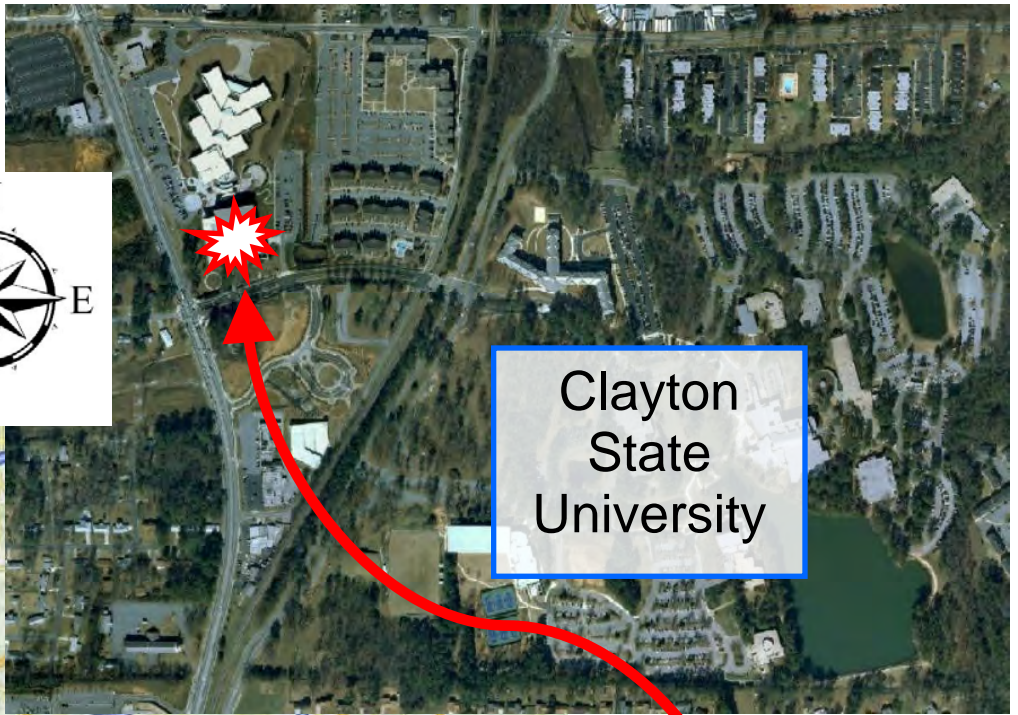
**7. Rental Agreement, Georgia Archives**

Recommended: That the Board declare approximately 903 square feet (“SF”) of office space and 11,750 cubic feet (“CF”) of storage space located at the Georgia Archives, 5800 Jonesboro Road, Morrow, no longer advantageously useful to the Georgia Archives or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this space to be rented to Fulton County.

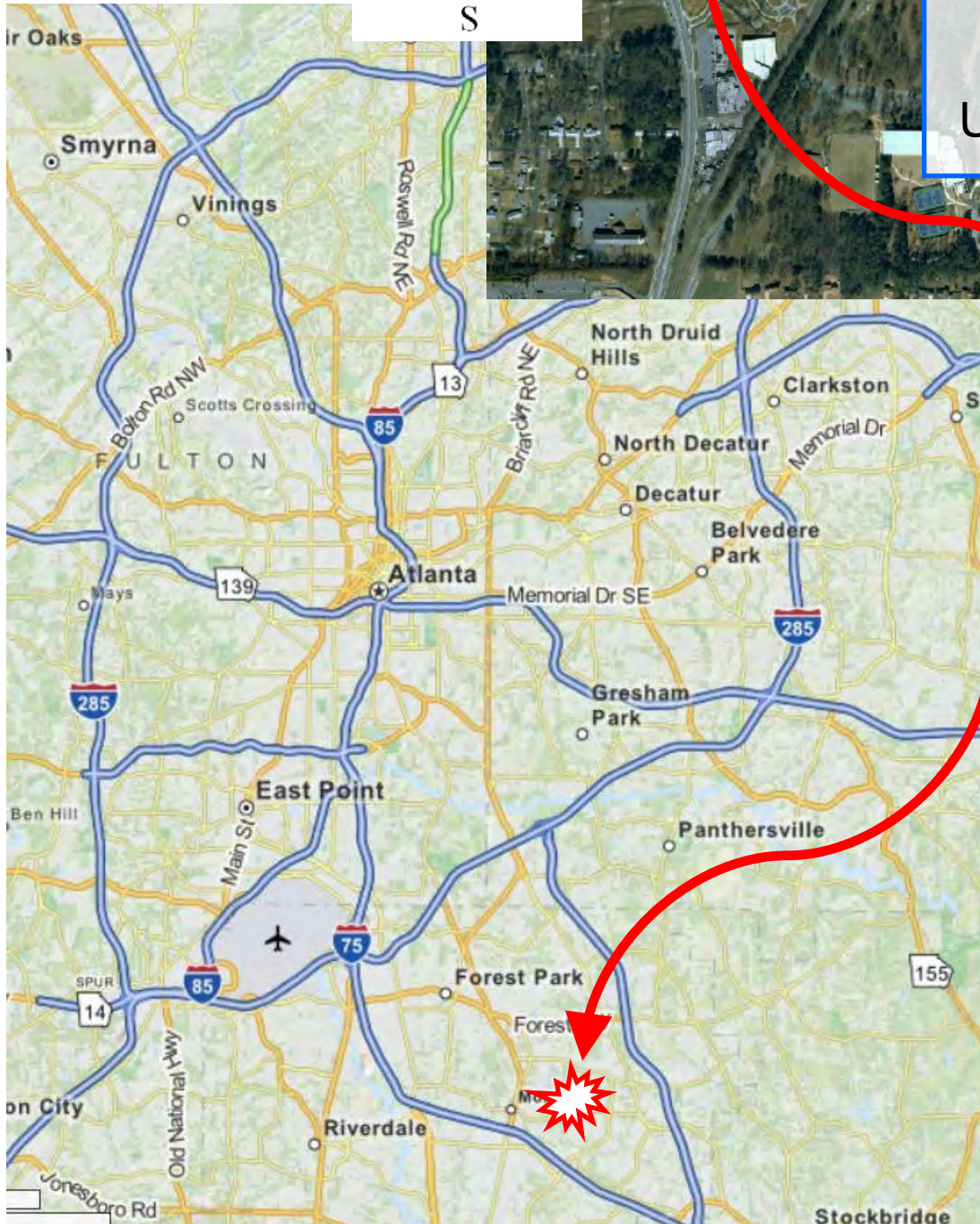
Recommended further: That the Board authorize the execution of a rental agreement between the Board of Regents, Landlord, and Fulton County, Tenant (“the Tenant”), for approximately 11,750 CF of storage space and 903 SF of office space at the Georgia Archives, for the period September 1, 2014, through August 31, 2015, at a total annual rental of \$142,140.00 with one option to renew for one consecutive one year period at the same rent rate.

Recommended further: That the terms of this rental agreement are subject to review by the Georgia Department of Law.

Understandings: Fulton County desires to rent storage space and office space during the time that the Auburn Avenue Research Library of the Atlanta-Fulton Public Library System is being remodeled. The rental of 11,750 CF of storage space will be at a rate of \$0.88 per CF per month and the rental of 903 SF of office space will be at a rate of \$20 per SF per year. The Tenant will have the option to pay the annual rent at the beginning of the annual term, or on a monthly, quarterly, or semi-annual basis.



Clayton  
State  
University



**GEORGIA  
ARCHIVES**

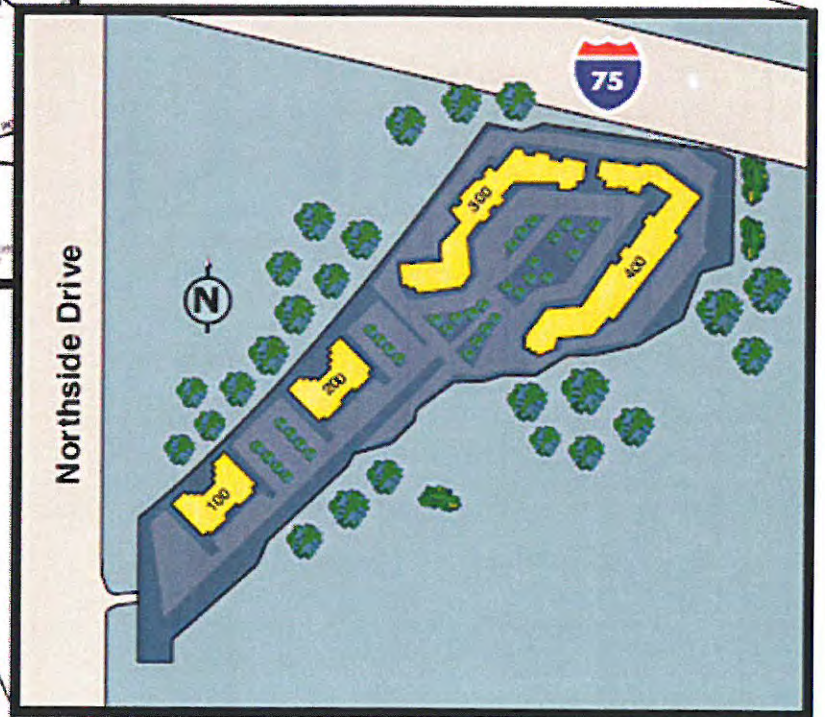
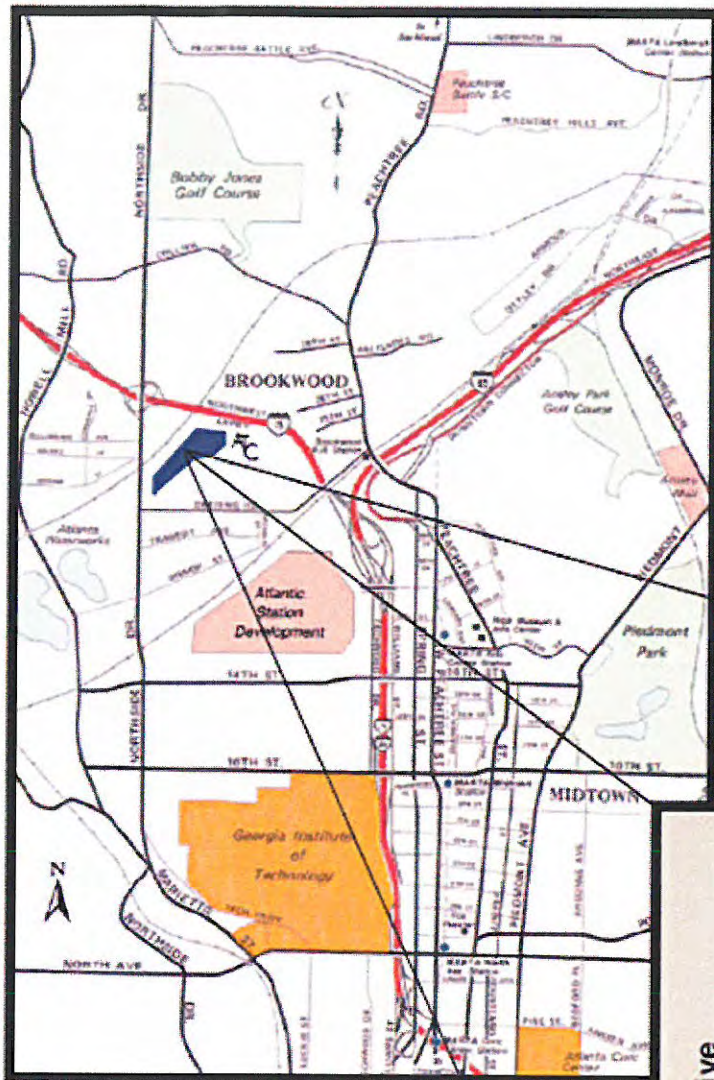
**8. Rental Agreement, 1575 Northside Drive, Atlanta, Georgia Institute of Technology**

Recommended: That the Board authorize the execution of a rental agreement between Georgia Tech Research Corporation Landlord, and the Board of Regents, Tenant, for approximately 32,787 square feet of administrative support space located at 1575 Northside Drive, (Also known as the Atlanta Technology Center) Atlanta, for the period October 1, 2014 through June 30, 2015, at a monthly rent of \$49,180.50 (\$590,166 per year annualized/\$18.00 per square foot per year) with options to renew on a year-to-year basis for six consecutive one-year periods with rent increasing 2.5% per year, for the use of the Georgia Institute of Technology (“GIT”).

Recommended further: That the terms of this rental agreement be subject to review of the Georgia Department of Law.

Understandings: This space will be used by researchers from the Cyber Technology and Information Security Laboratory, Electronic Systems Laboratory, and Advanced Concepts Laboratory of the Georgia Tech Research Institute. This building is in close proximity to the Centennial Research Building where most of the classified research is conducted.

All operating expenses are included in the rent rate, except for data and telephone service which are estimated to be \$9,000 per year annualized.



9. **Non-exclusive Easement, Animal Science Drive and Margaret Lane, Tifton, University of Georgia**

Recommended: That the Board declare an approximately 0.51 acre tract of unimproved real property fronting Animal Science Drive and Margaret Lane, on the Tifton campus of the University of Georgia (“UGA”), to be no longer advantageously useful to UGA or other units of the University System of Georgia but only to the extent and for the purpose of granting a non-exclusive easement to Georgia Power Company (the “Grantee”) for use of underground and overhead electrical transmission lines.

Recommended further: That the Board authorize the execution of a non-exclusive easement with the Grantee for the above-referenced tract of real property.

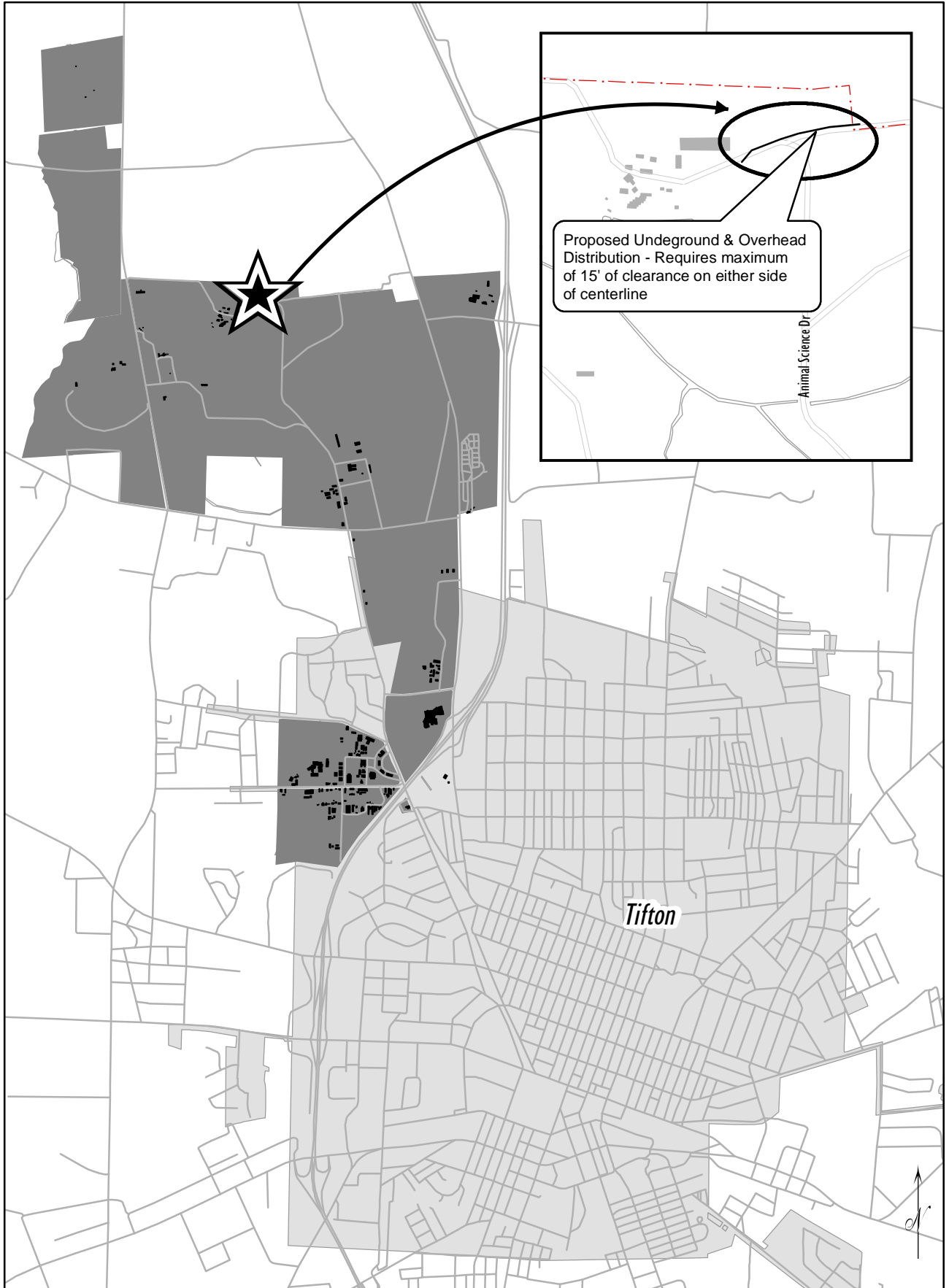
Recommended further: That the terms of this non-exclusive easement be subject to review and legal approval by the Georgia Department of Law.

Understandings: Consideration for granting this non-exclusive easement will be improved infrastructure for research activities and electrical service to the UGA Tifton campus and will provide electrical capacity for two future potential UGA projects on the Tifton campus. These lines will also serve an adjacent landowner.



# Georgia Power Company Easement, Davis Farm, Tifton

August 2014



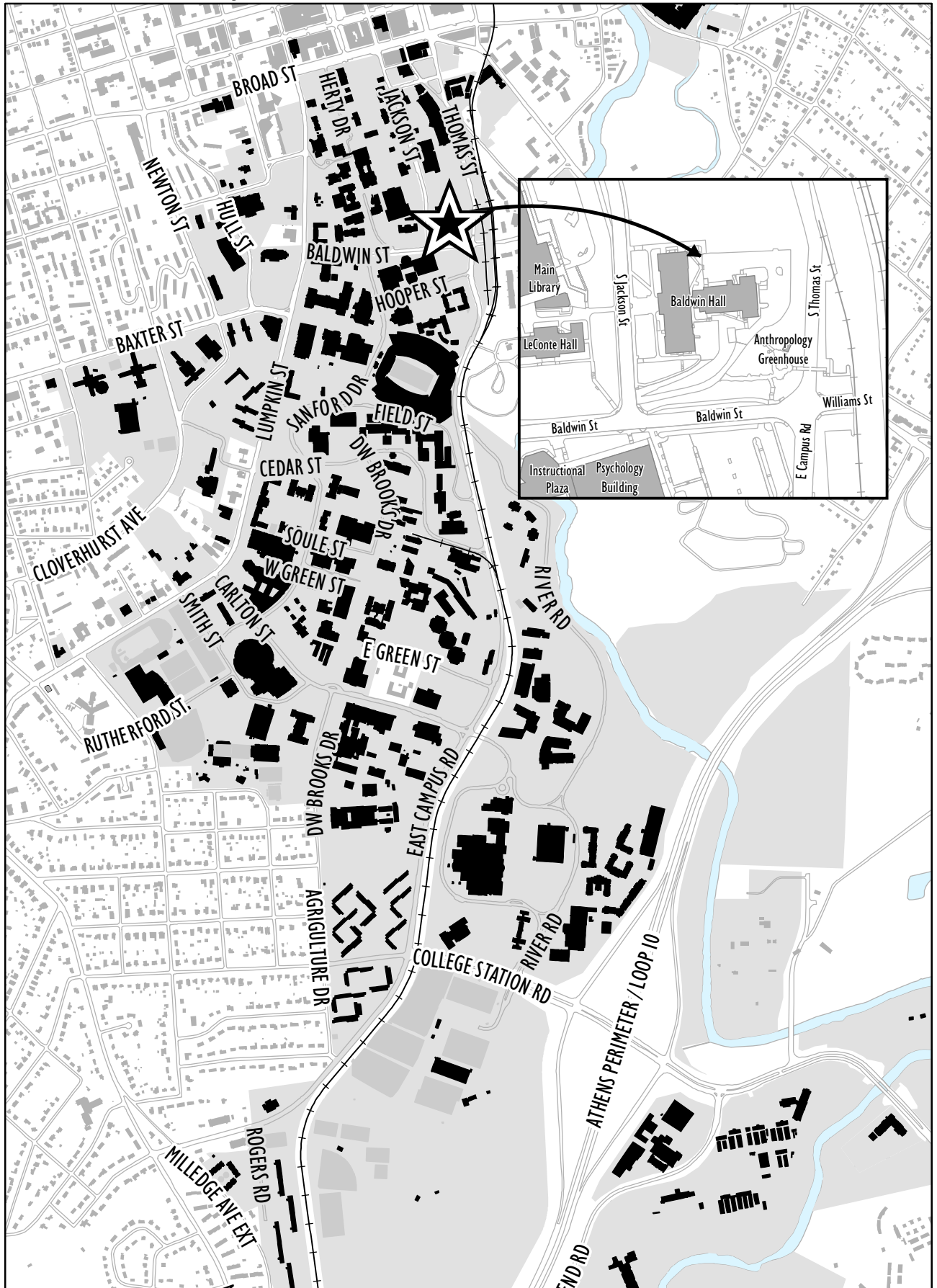
**10. Authorization of Project Budget Modification, Project No. J-242, Baldwin Hall Expansion and Renovation, University of Georgia**

Recommended: That the Board modify the budget of Project No. J-242, Baldwin Hall Expansion and Renovation, University of Georgia (“UGA”), to increase the total project budget from \$7,750,000 to \$8,750,000.

Understandings: Project No. J-242, Baldwin Hall Expansion and Renovation, approved by the Board in September 2013, is in the pre-planning phase. This budget amendment will include funding for additional Americans with Disabilities Act (“ADA”) accessible restrooms, additional classroom space, a higher capacity elevator, additional offices for faculty and teaching assistants, and lighting upgrades.

Funding of this cost increase of \$1,000,000 will be from UGA institutional fund reserves.

	<u>September 2013</u>	<u>Now</u>
Total Project Cost:	\$7,750,000	\$8,750,000
Construction Cost (Stated Cost Limitation):	\$5,735,000	\$6,455,000



**11. Authorization of Project Budget Modification, Project No. J-212, Lab Sciences Building, Abraham Baldwin Agricultural College**

Recommended: That the Board modify the budget of Project No. J-212, Lab Sciences Building, Abraham Baldwin Agricultural College (“ABAC”), to increase the total project budget from \$7,000,000 to \$8,500,000.

Understandings: Phase I of the Lab Sciences Building was approved by the Board of Regents in August 2012 for \$4.3 million. Phase II was approved in September 2013 for \$2.7 million. The two phases were subsequently combined into a total project of \$7.0 million. During the programming and design stages, it was determined that the project would need to be primarily instructional wet laboratories with only one office and no classrooms to provide the amount of science labs teaching needed by ABAC. Instructional wet laboratories are relatively expensive spaces to construct due to their requirements for complex mechanical, electrical and plumbing systems, lab equipment and casework. As a result, the project cost increased even while the square footage of the project decreased from the approved 24,000 square feet (“SF”) to 21,000 SF.

The additional \$1,500,000 in funding for the project will be provided by ABAC Foundation Gifts/Donation Funds.

	<u>September 2013</u>	<u>Now</u>
Total Project Cost:	\$7,000,000	\$8,500,000
Construction Cost (Stated Cost Limitation):	\$5,480,000	\$6,700,000

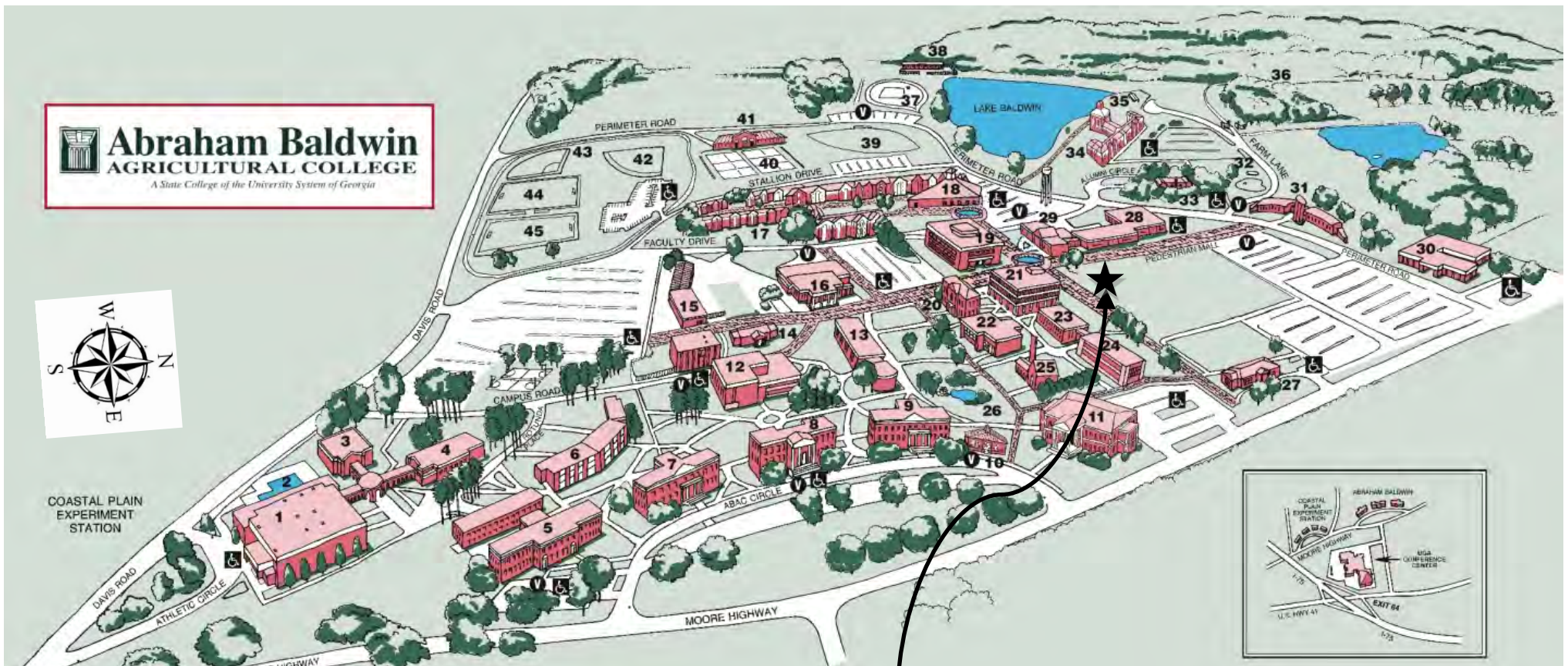


**Abraham Baldwin**  
AGRICULTURAL COLLEGE

*A State College of the University System of Georgia*



COASTAL PLAIN  
EXPERIMENT  
STATION



**Lab Sciences Building Site**

**12. Authorization of Project No. BR-50-1401, 246 Edgewood Avenue Building Renovation, Georgia State University**

Recommended: That the Board authorize Project No. BR-50-1401, 246 Edgewood Avenue Building Renovation, Georgia State University (“GSU”) with a total project budget of \$1,572,000, to be funded from GSU tuition reserves.

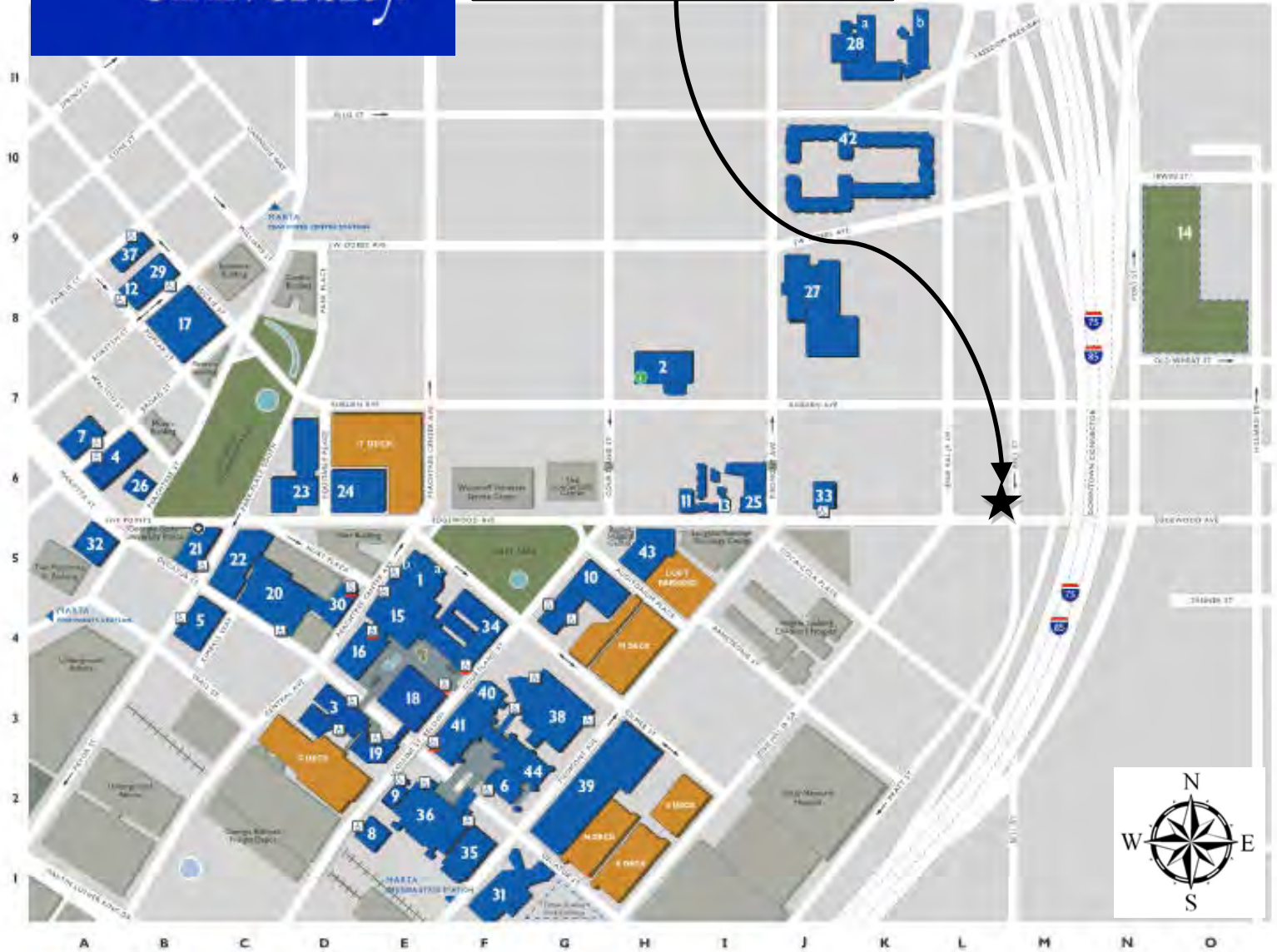
Understandings: This renovation project is required to relocate existing GSU Art and Design programs from 184 Edgewood Avenue to the 246 Edgewood Avenue building. The 184 Edgewood Avenue location has been identified as one of the sites for GSU student housing facilities under the USG Public Private Partnership (the “P3”) initiative. The 7,700 square foot, one-story masonry structure will be renovated to house several art workshops, 3D design classrooms, fine arts studios, digital labs and open work areas. The work will include interior renovations and fire alarm, sprinkler, electrical and mechanical upgrades.

The estimated construction cost for this project is \$1,328,000.

If authorized by the Board, the University System Office staff and GSU will proceed with design and construction of the project in accordance with Board of Regents procedures.



246 Edgewood Avenue



**BUILDINGS OCCUPIED BY GEORGIA STATE** **GEORGIA STATE PARKING** **STREET LEVEL ACCESSIBLE ENTRANCE** **STREET LEVEL ACCESSIBLE ENTRANCE (ON COLLINS STREET BELOW COURTLAND)** **INFORMATION & WELCOME CENTER**

- |  |  |   |                                       |
|--|--|---|---------------------------------------|
| 1 ARTS & HUMANITIES (ARTS) E5<br>1a Florence Koppley Rodin Hall<br>1b Emory G. Welch Gallery | 11 148 EDGEWOOD (148EDG) I6                            | 23 25 PARK PLACE (25PP) D6  | 33 SCULPTURE STUDIO (SCULP) J6        |
| 2 100 AUBURN AVENUE (100AUB) H7  | 12 HASS-HOWELL BUILDING (HASS) B8                      | 24 25 PARK PLACE ANNEX D6   | 34 SPARKS HALL (SPARKS) #4            |
| 3 CLASSROOM SOUTH (ICLSO) D3<br>I. MACK ROBINSON   | 13 INTEREST HOUSING (INTHOUS) I6                       | 25 PATTON HALL (PATTON) I6  | 35 SPORTS ANNEX (SPTANX) F1           |
| 4 COLLEGE OF BUSINESS (RCB) A6   | 14 315 IRWIN STREET - RECREATIONAL FIELDS (315IRWN) O9 | 26 34 PEACHTREE ST. BUILDING (34PTRE) B6  | 36 SPORTS ARENA (ARENA) E2            |
| 5 COLLEGE OF EDUCATION (COE) B4  | 15 KELL HALL (KELL) E4                                 | 27 75 PIEDMONT (75PIED) J8  | 37 STANDARD BUILDING (STAND) B9       |
| 6 COLLEGE OF LAW (LAW) F2<br>BENNETT A. BROWN  | 16 LANGDALE HALL (LANGDL) D4<br>HILLEN M. ADERHOLD     | 28 PIEDMONT NORTH K11<br>(28a Piedmont North Building & BIFEDNA)<br>28b Piedmont North Building B (BIFEDNS) | 38 STUDENT CENTER (STUCTR) G3         |
| 7 COMMERCE BUILDING (BBCOM) A7   | 17 LEARNING CENTER (ADHOLD) B8                         | 29 RIALTO CENTER FOR THE ARTS (RIALTO) B9   | 39 STUDENT RECREATION CENTER (REC) G2 |
| 8 COURTLAND BUILDING (COURTB) E2   | 18 LIBRARY NORTH (LIBNO) E3                            | 30 SCIENCE ANNEX (SCIANNX) D4<br>PARKER H. PETIT  | 40 UNIVERSITY BOOKSTORE (BOOK) #3     |
| 9 COURTLAND NORTH (COURTN) E2  | 19 LIBRARY SOUTH (LIBSO) E2                            | 31 SCIENCE CENTER (PETIT) F1<br>ANDREW POLYAK   | 41 UNIVERSITY CENTER (UCTR) F3        |
| 10 DAHLBERG HALL (DBERG) G5  | 20 NATURAL SCIENCE CENTER (NSC) C4                     | 32 SCHOOL OF POLICY STUDIES (AYSPS) A5  | 42 UNIVERSITY COMMONS (COMMON) K10    |
|  | 21 ONE PARK PLACE (1PP) B5                             |   | 43 UNIVERSITY LOFTS (LOFTS) H5        |
|  | 22 10 PARK PLACE (10PP) C5                             |   | 44 URBAN LIFE BUILDING (URBAN) G2     |

**13. Appointment of Design Professional Firm, Project No. BR-30-1403, Lettie Pate Whitehead Evans Administration Building Renovation, Georgia Institute of Technology**

Recommended: That the Board approve the ranking of the design professional firms listed below for the identified project and authorize contract negotiations to proceed with the top ranked firm, and authorize the execution of a contract with the top-ranked firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to negotiate and execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

**Project No. BR-30-1403, Lettie Pate Whitehead Evans Administration Building Renovation, Georgia Institute of Technology**

Project Description: This project was authorized by the Board in April 2014. The iconic Lettie Pate Whitehead Evans Administration Building, also known as the Tech Tower, is a contributing historic structure to the National Register listed Hill District on the GIT campus. This renovation to core components of three of the five floors will replace and repair building systems, insure code compliance, and make life safety improvements. Authorization for any future work on this building will be requested when sufficient funding is available to complete that work. The project will be funded from GIT Institution Funds; however, pending Board approval of the Fiscal Year 2015 ("FY 15") GIT Major Repair and Renovation ("MRR") allocation, GIT proposes to substitute up to \$1.5 million in FY 15 MRR funds for a portion of the project budget.

Total Project Cost:	\$7,500,000
Construction Cost (Stated Cost Limitation):	\$6,200,000

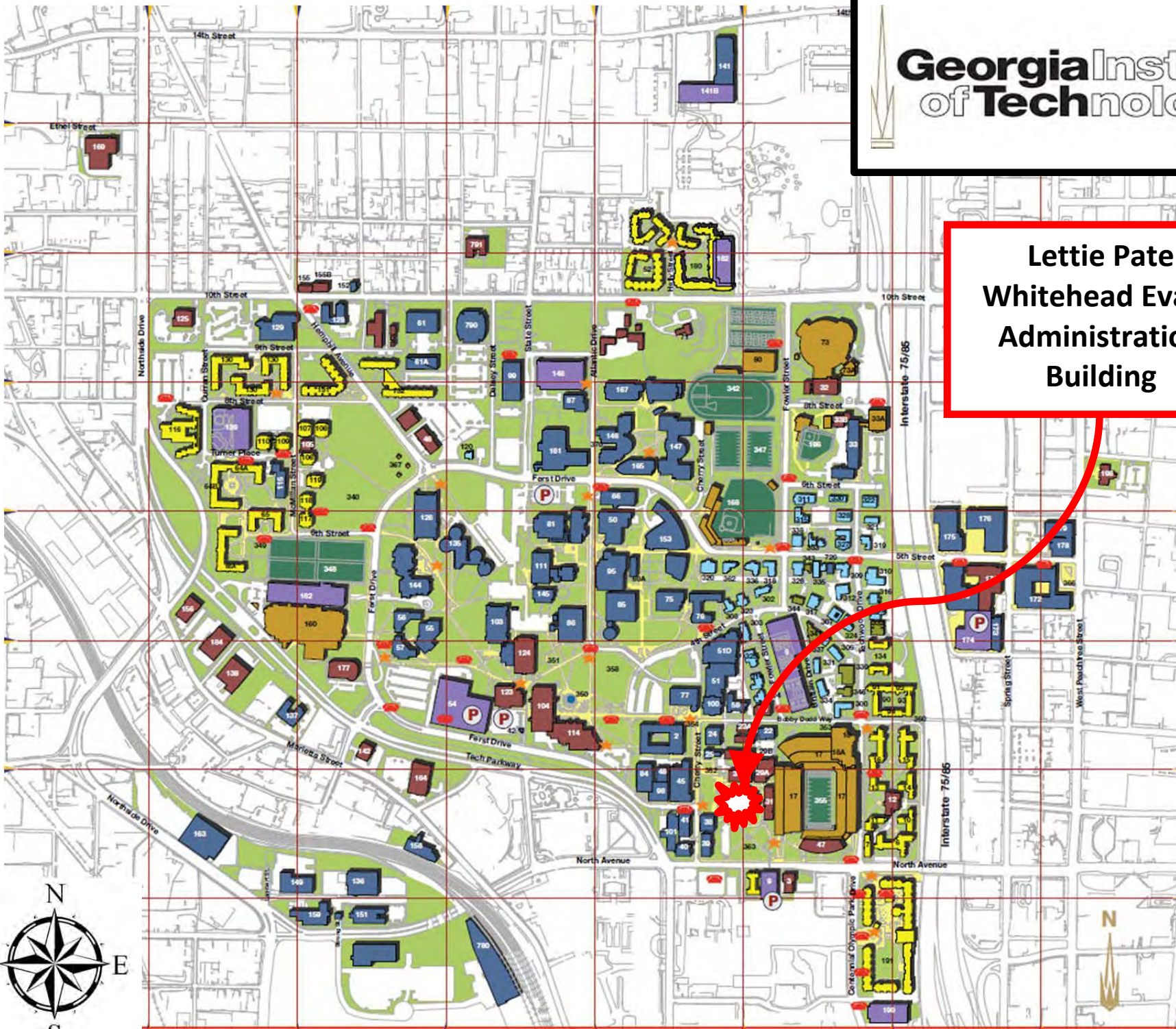
Number of firms that applied for this commission: 19

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

**Georgia Institute  
of Technology**

**Lettie Pate  
Whitehead Evans  
Administration  
Building**



**14. Appointment of Program Management Firm, Project No. J-236, Military Science Building, Georgia Southern University**

Recommended: That the Board approve the ranking of the program management firms listed below for the identified project and authorize contract negotiations to proceed with the top ranked firm, and authorize the execution of a contract with the top-ranked firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to negotiate and execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

**Project No. J-236, Military Science Building, Georgia Southern University**

Project Description: This project was authorized by the Board in September 2013. This approximately 32,000 square foot, two-story building will be used by the Military Science Department in the Georgia Southern University College of Science and Mathematics. This facility will include a large auditorium, meeting rooms, general storage, secured storage, munitions storage, and faculty and administrator offices.

This project will be funded from Fiscal Year 2015 State General Obligation ("G.O.") Bonds.

Total Project Cost:	\$9,500,000
Construction Cost (Stated Cost Limitation):	\$7,250,000

Number of firms that applied for this commission: 11

Recommended firms in rank order:

- 1)
- 2)
- 3)

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1-12-271

Drawn By: Dustin Sharber

**15. Appointment of Program Management Firm, Project No. J-238, Academic Building, Georgia Gwinnett College**

Recommended: That the Board approve the ranking of the program management firms listed below for the identified project and authorize contract negotiations to proceed with the top ranked firm, and authorize the execution of a contract with the top-ranked firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to negotiate and execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

**Project No. J-238, Academic Building, Georgia Gwinnett College**

Project Description: This project was authorized by the Board in September 2013. This building will be an approximately 50,000 square foot, two-story academic classroom facility.

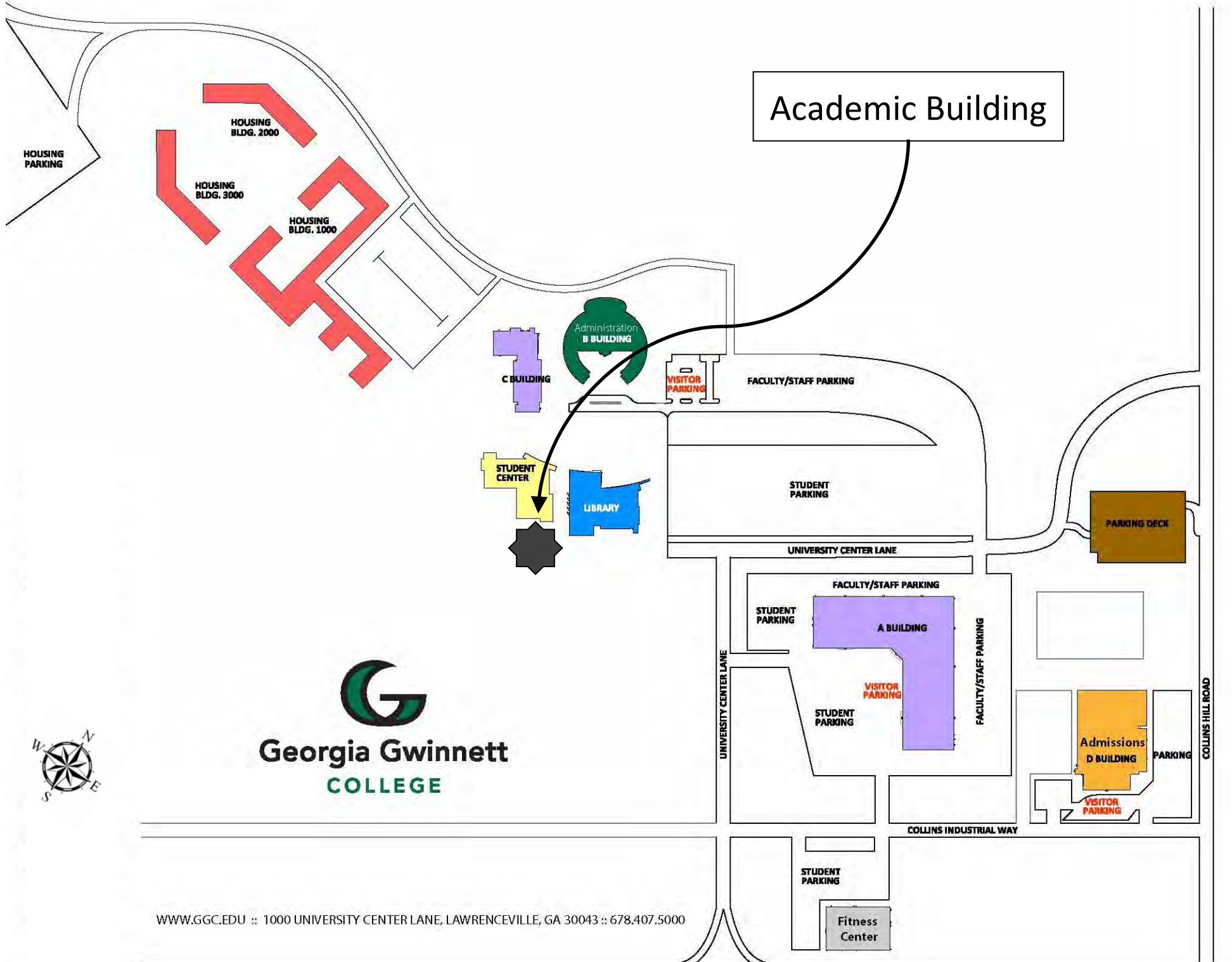
This project will be funded from Fiscal Year 2015 State General Obligation (“G.O.”) Bonds.

Total Project Cost:	\$14,000,000
Construction Cost (Stated Cost Limitation):	\$10,750,000

Number of firms that applied for this commission: 10

Recommended firms in rank order:

- 1)
- 2)
- 3)



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**16. Appointment of Program Management Firm, Project No. J-237, Turfgrass Research and Education Facility, University of Georgia**

Recommended: That the Board approve the ranking of the program management firms listed below for the identified project and authorize contract negotiations to proceed with the top ranked firm, and authorize the execution of a contract with the top-ranked firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to negotiate and execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

**Project No. J-237, Turfgrass Research and Education Facility, University of Georgia (“UGA”)**

Project Description: This project was authorized by the Board in September 2013. The Turfgrass Research Stations at the UGA Athens, Griffin and Tifton campuses will be enhanced with facilities to include classrooms, greenhouse and headhouse complexes, research buildings and offices.

The project will be funded from Fiscal Year 2015 State General Obligations (“G.O.”) Bonds.

Total Project Cost:	\$11,500,000
Construction Cost (Stated Cost Limitation):	\$ 8,795,000

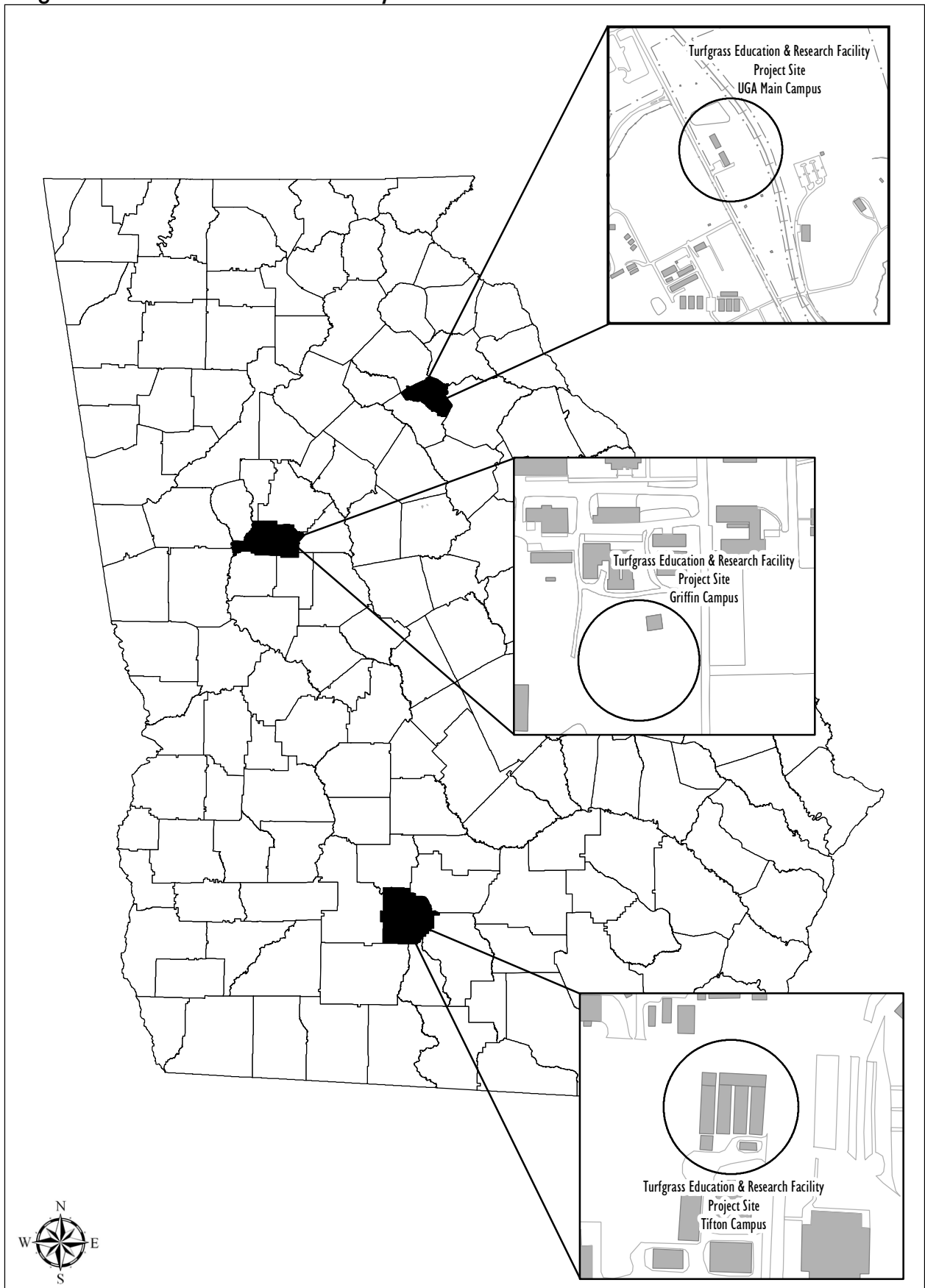
Number of firms that applied for this commission: 12

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)
- 5)



## UNIVERSITY of GEORGIA LOCATION MAP



**17. Appointment of Program Management Firm, Project No. J-240, Science and Technology Facility, Savannah State University**

Recommended: That the Board approve the ranking of the program management firms listed below for the identified project and authorize contract negotiations to proceed with the top ranked firm, and authorize the execution of a contract with the top-ranked firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to negotiate and execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

**Project No. J-240, Science and Technology Facility, Savannah State University**

Project Description: This project was authorized by the Board in September 2013. This approximately 62,500 square foot instructional and research facility will serve the Savannah State University College of Science and Technology.

The project will be funded from Fiscal Year 2015 State General Obligations ("G.O.") Bonds.

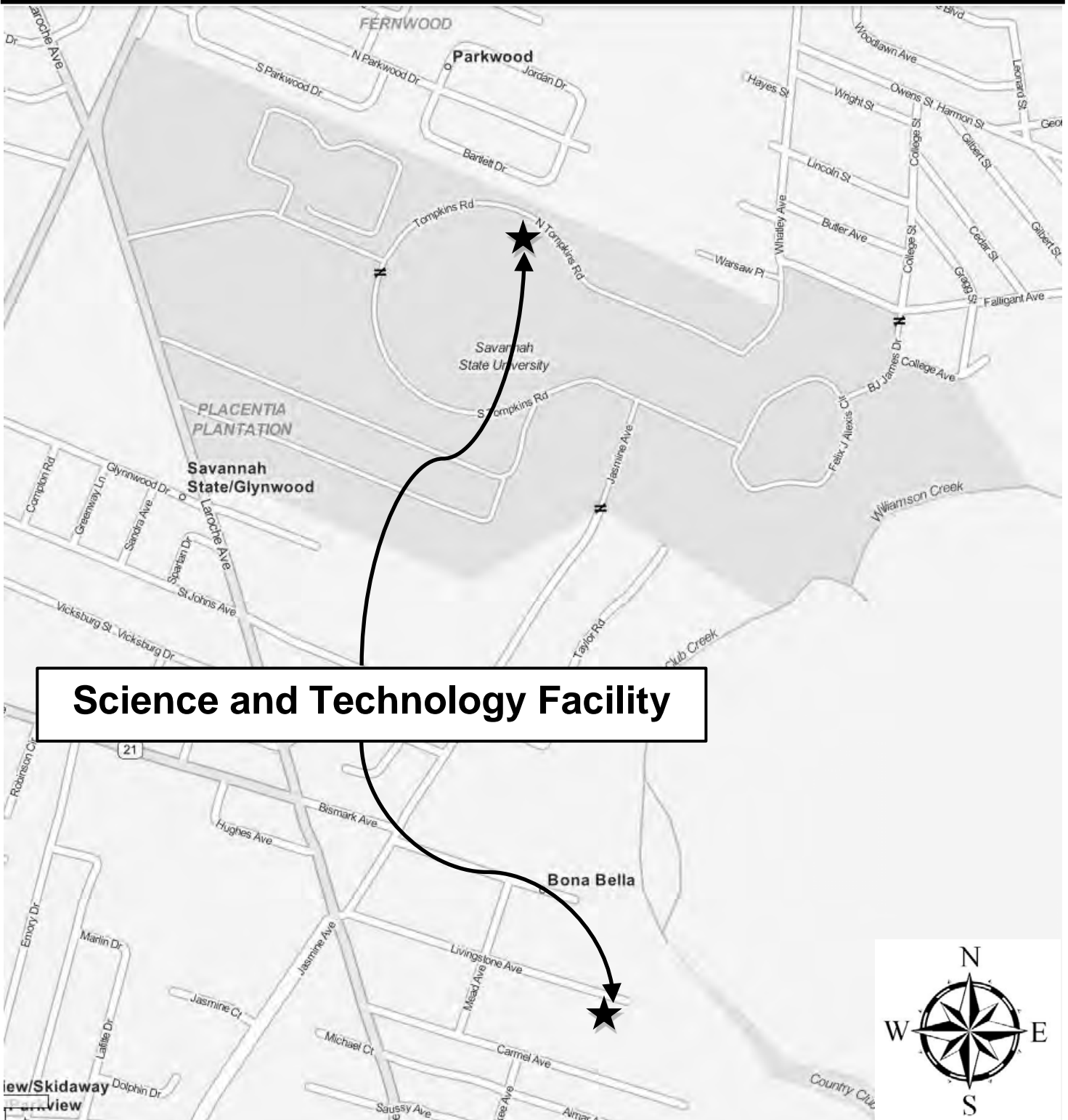
Total Project Cost:	\$20,500,000
Construction Cost (Stated Cost Limitation):	\$15,620,000

Number of firms that applied for this commission: 11

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)

# Savannah State University



**18. Appointment of Program Management Firm, Project No. J-258, Roosevelt Warm Springs Health Facility Improvements, Georgia Regents University**

Recommended: That the Board approve the ranking of the named program management firms listed below for the identified project and authorize contract negotiations to proceed with the top-ranked firm, and authorize the execution of a contract with the top-ranked firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to negotiate and execute a contract with the other listed firms in rank order.

Following public advertisement, a qualifications-based selection process was held in accordance with Board of Regents procedures. The following recommendation is made:

**Project No. J-258, Roosevelt Warm Springs Health Facility Improvements, Georgia Regents University**

**Project Description:** This project was authorized by the Board in May 2014. This project will improve the quality and functionality of the existing facilities and upgrade the building services to more closely align with current codes and hospital standards at the North and East buildings. It will provide sustained, enhanced and expanded patient services by offering 24 private Long Term Acute Care Hospital (“LTACH”) beds and 30 private Inpatient Rehabilitation Hospital (“IRH”) beds. Specialized upgrades to current standards will include ventilator rooms, bariatric rooms and isolation rooms.

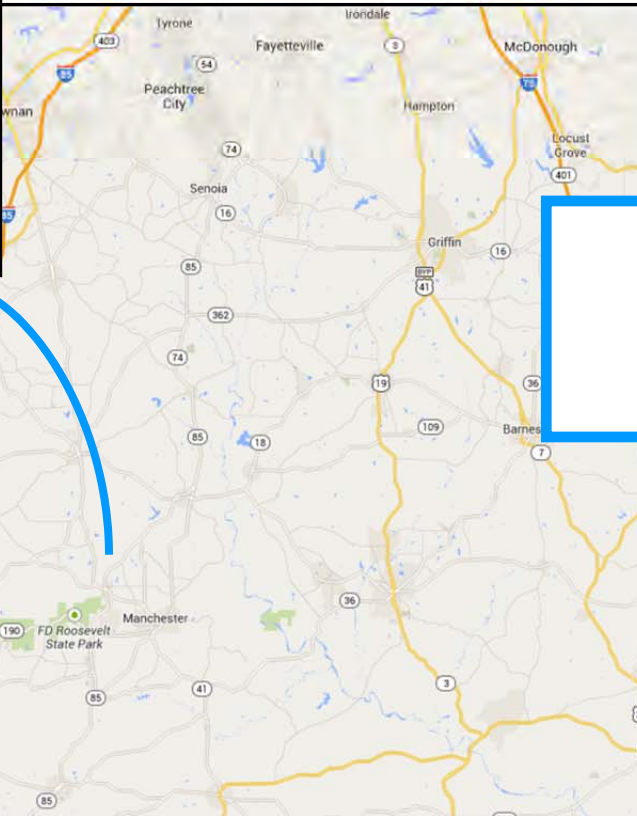
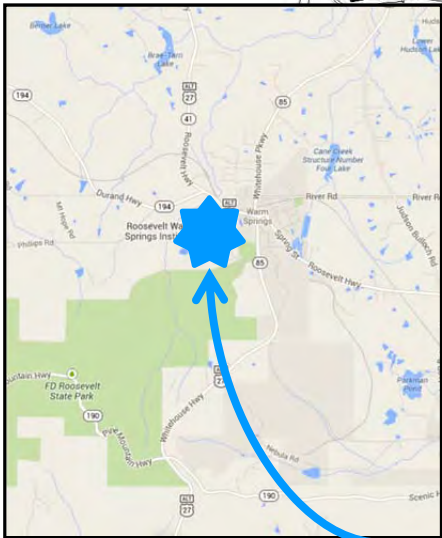
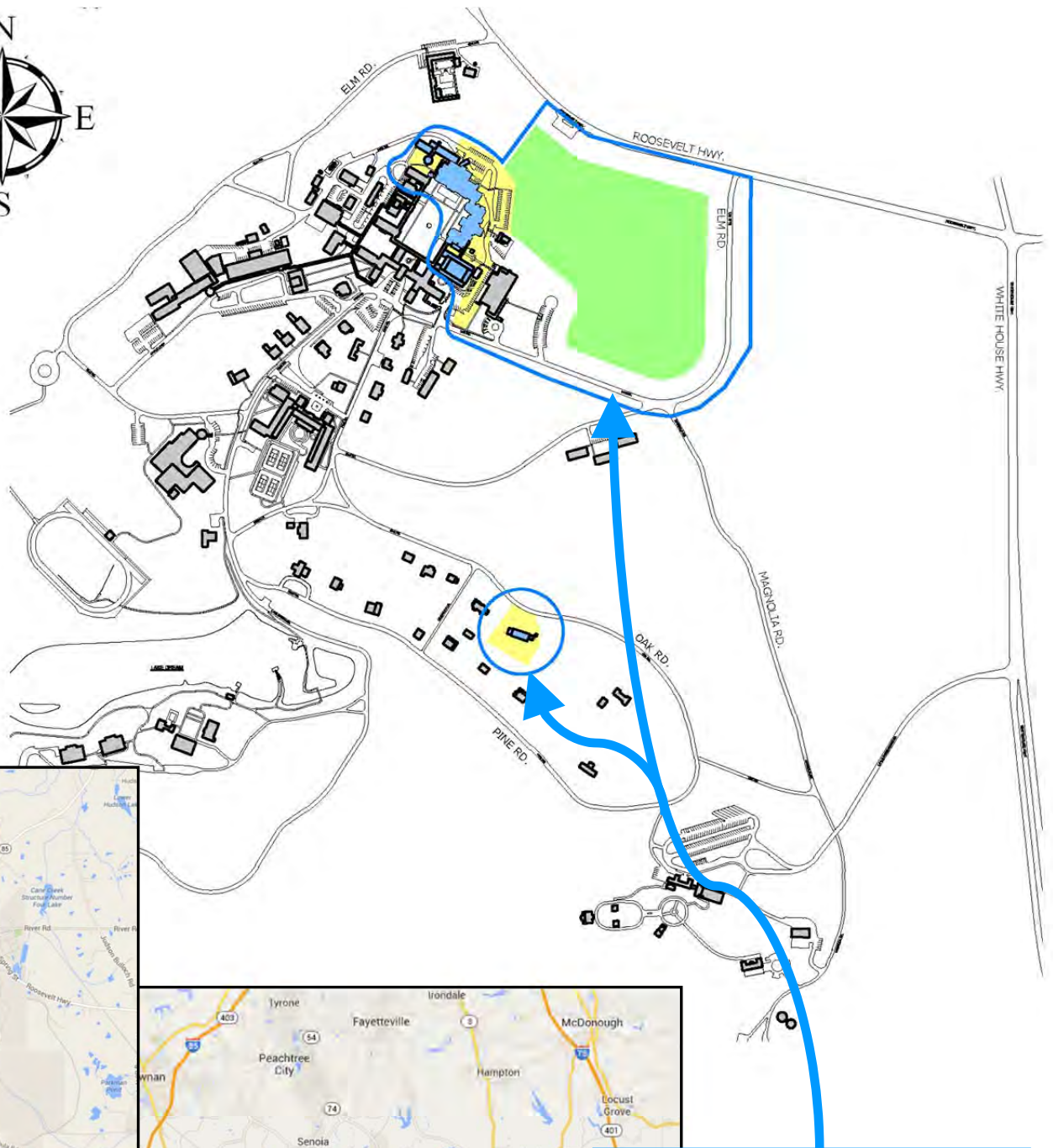
The project will be funded with \$5,000,000 in Fiscal Year (“FY”) 15 State General Obligation (“G.O.”) Bonds and \$20,871,510 in anticipated FY 16 State G.O. Bonds.

Total Project Cost:	\$25,871,510
Construction Cost (Stated Cost Limitation):	\$16,900,000

Number of firms that applied for this commission: 12

Recommended firms in rank order:

- 1)
- 2)
- 3)
- 4)



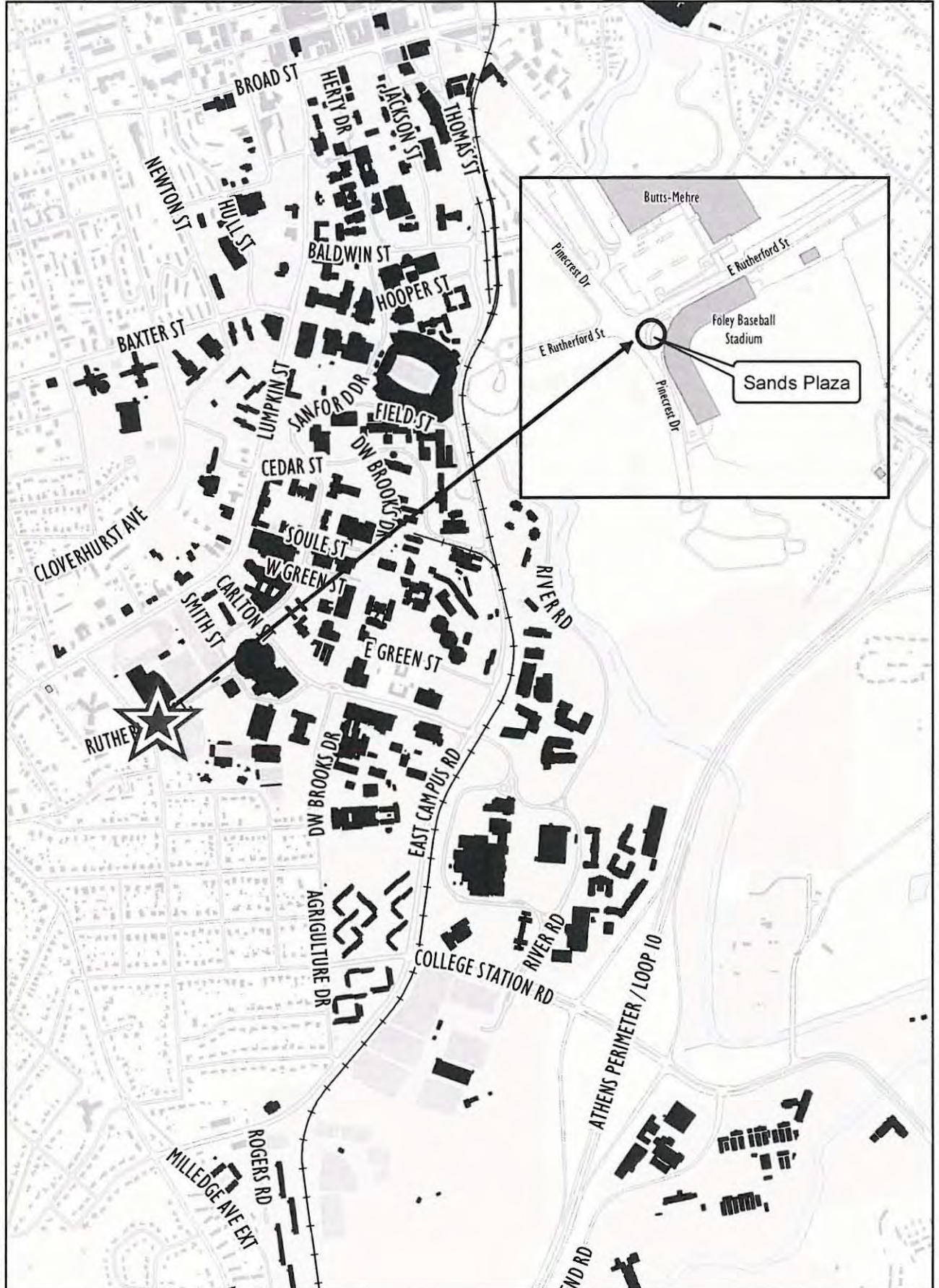
**Warm Springs  
Rehabilitation  
Hospital**

**19. Naming of the Sands Plaza at Foley Field Stadium, University of Georgia**

Recommended: That the Board approve the naming of the main plaza at Foley Field Stadium at the University of Georgia (“UGA”), the “Sands Plaza at Foley Field Stadium”.

Understandings: President Jere W. Morehead confirms that this naming conforms to the UGA naming guidelines and with the Board of Regents naming policy.

John and Alice Sands established a Charitable Lead Annuity Trust to benefit the UGA Athletic Association, and a portion of the donations was designated to support of the Foley Field Baseball Stadium Renovation and Addition Project. John and Alice Sands were inducted into the UGA Athletic Association Circle of Distinction in April 2014.



**20. Fiscal Year 2015 Major Repair and Renovation Funds**

Recommended: That the Board authorize distribution of Major Repair and Renovation (“MRR”) funds in accordance with staff recommendations.

Understandings: MRR funds in the amount of \$40,000,000 are in the Fiscal Year 2015 budget and were sold as 20-year General Obligation Bonds in the June 2014 bond sale.

MRR funds provide for significant non-routine expenditures and capital improvements to preserve the useful life of state-owned, resident instruction facilities. Routine general and preventive maintenance as well as upkeep of facilities is covered by operating funds, not MRR.

The Office of Real Estate and Facilities staff has reviewed project requests from each institution for appropriateness, quality and cost. Priority is generally given to building systems and building integrity projects such as roof replacements and the upgrade of mechanical and electrical systems over programmatic renovations.

**21. Fiscal Year 2015 Supplemental Major Repair and Renovation Funds for University of Georgia**

Recommended: That the Board authorize distribution of Major Repair and Renovation (“MRR”) funds for funds authorized in the Fiscal Year (“FY”) 2015 legislative session as a separate line item for the University of Georgia College of Agricultural & Environmental Sciences (“CAES”).

Understandings: Supplemental MRR funds in the amount of \$4,000,000 were added to the FY 2015 budget by the legislature for CAES Experiment Stations and Cooperative Extension Service locations state-wide. The \$4,000,000 is funded by 20-year General Obligation Bonds that were included in the June 2014 bond sale.

The following pages contain a complete list of recommended projects and funding amounts, by location, submitted by the University of Georgia.

**22. Executive Session**

Materials to be handed out in executive session.

## **AGENDA**

### **COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS**

**August 20, 2014**

<b>Agenda Item</b>	<b>Page No.</b>
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#### **INFORMATION ITEM**

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| 1.      USG Shared Services Update | 1 |
|------------------------------------|---|

## **AGENDA**

### **COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS**

**August 20, 2014**

**1. Information Item: USG Shared Services Update**

The Vice Chancellor for Fiscal Affairs, John Brown, will present information on the Shared Services initiative for the University System of Georgia.

## **AGENDA**

### **COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS & INTERNAL AUDIT, RISK, AND COMPLIANCE**

**AUGUST 20, 2014**

**Agenda Item**

**Page No.**

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#### **INFORMATION ITEM**

1. Proposed Revision to *The Policy Manual*, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) 1

Elements included in the revisions are as follows:

- a. To accentuate the overarching philosophy for Out-of-State Tuition Waivers to applicable students in University System of Georgia institutions;
- b. To streamline existing waiver categories and allowances;
- c. To clarify established procedural requirements; and
- d. To recognize the importance of balancing the needs of the institutions and the State.

## AGENDA

### COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS & INTERNAL AUDIT, RISK, AND COMPLIANCE

August 20, 2014

1. **Preview of Proposed Revision to *The Policy Manual*, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance)**

*The following language is being presented in draft form as an information item and is not being proposed for adoption at the August 20, 2014 Board of Regents meeting.*

Recommended: That the Board approve the proposed revisions to Board Policy 7.3.4.1 Out-of-State Tuition Waivers, effective Fall 2015. Institution presidents may, in their discretion, implement specific provisions of the revised policy prior to Fall 2015.

Recommended further: That institutions whose athletic Presidential Waivers currently exceed the allowable 1/3 athletic waiver limit as specified in the revised policy shall not be subject to the 1/3 limit until Fall 2018.

Recommended further: That institutions shall allow a currently enrolled student to continue to receive or become eligible for the waiver provided the student remains continuously enrolled and the student meets the original requirements of the waiver. Students not remaining continuously enrolled should be reevaluated for the purpose of awarding the out-of-state tuition waiver at the time they reenroll. Institutions may grant exceptions to the continuous enrollment requirement for extraordinary circumstances as determined by the institution to include an illness, injury, or family situation that prevents a student from maintaining continuous enrollment.

Background: Out-of-State Tuition Waivers are essential to provide balanced recognition of special circumstances that the diverse body of students brings to the University System of Georgia. These are formally recognized as superior skill and talent, reciprocal agreements, support of research, residency considerations, economic development, and military friendliness.

Vice Chancellor John Brown and Associate Vice Chancellor John Fuchko will provide information about the importance of maintaining and improving the Out-of-State Waiver program. The revised Out-of-State Waiver policy will go into effect for new students effective Fall 2015 Semester. If this change in policy no longer supports the awarding of an out-of-state tuition waiver to a currently enrolled student, the institution will allow the student to continue to receive the waiver provided the student remains continuously enrolled and the student continues to meet the original requirements of the waiver. Students not remaining continuously enrolled

should be reevaluated for the purpose of awarding the out-of-state tuition waiver at the time they reenroll.

It is proposed that the current Board policy on Out-of-State Tuition Waivers be revised to incorporate more specificity in its articulation of the out-of-state tuition waivers and process. These revisions will result in increased guidance to the leadership of the University System of Georgia institutions, satisfy recent audit questions and concerns, and will provide additional information to outside entities.

The changes proposed to revise and improve Board Policy 7.3.4.1 Out-of-State Tuition Waivers include the following four elements:

- a. To accentuate the overarching philosophy for Out-of-State Tuition Waivers to applicable students in University System of Georgia institutions;
- b. To streamline existing waiver categories and allowances;
- c. To clarify established procedural requirements; and
- d. To recognize the importance of balancing the needs of the institutions and the State.

### **Current Policy 7.3.4.1 Out-of-State Tuition Waivers**

#### **7.3.4.1 Out-of-State Tuition Waivers**

An institution may award out-of-state tuition differential waivers and assess in-state tuition for certain non-Georgia residents under the conditions listed below. Notwithstanding any provision in this policy, no person who is unable to show by the required evidence that they are lawfully in the United States shall be eligible for any waiver of the tuition differential (BoR Minutes, June 2010; October 2013).

**Note:** For the definition of residency status, see [Section 4.3 of this Policy Manual](#).

#### **Academic Common Market**

Students selected to participate in programs offered through the Academic Common Market.

#### **International and Superior Out-of-State Students**

International students and superior out-of-state students selected by the institution president or an authorized representative, provided that the number of such waivers in effect does not exceed

1. **Approval of Revision to *The Policy Manual*, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) (Continued)**

four percent (4%) for the University of Georgia, Georgia Institute of Technology, Georgia State University, Georgia Regents University, and two percent (2%) for all other institutions of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived. The proportionate percentage of out-of-state tuition waived shall be used when determining the number of waivers in effect such that a full waiver of out-of-state tuition counts as one waiver, while a 50% waiver of out-of-state tuition counts as a .5 waiver (BoR Minutes, April 2012; October 2013).

**University System Employees and Dependents**

Full-time USG employees, their spouses, and their dependent children.

**Medical/Dental Students and Interns**

Medical and dental residents and medical and dental interns at Georgia Regents University (BoR Minutes, 1986-87, p. 340).

**Full-Time School Employees**

Full-time employees in the public schools of Georgia or the Technical College System of Georgia (BoR Minutes, October 2008), their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver (BoR Minutes, 1988-89, p. 43).

**Career Consular Officials**

Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.

**Military Personnel**

Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. Military personnel, their spouses, and their dependent children may continue waiver eligibility if:

1. The military sponsor is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status;
2. The military sponsor is reassigned out-of-state and the spouse and dependent children remain in Georgia and the sponsor remains on active military duty; or,

**1. Approval of Revision to The Policy Manual, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) (Continued)**

3. The active military personnel and their spouse and dependent children are stationed in a state contiguous to the Georgia border and live in Georgia. (BoR Minutes, February 2009; October 2013)

**Research University Graduate Students**

Graduate students attending the University of Georgia, the Georgia Institute of Technology, Georgia State University, and Georgia Regents University, which shall be authorized to waive the out-of-state tuition differential for a limited number of graduate students each year, with the understanding that the number of students at each of these institutions to whom such waivers are granted, shall not exceed the number assigned below at any one point in time:

University of Georgia	80
Georgia Institute of Technology	60
Georgia State University	80
Georgia Regents University	20

**Border County Residents**

Students domiciled in an out-of-state county bordering Georgia, enrolling in a program offered at a location approved by the Board of Regents, and for which the offering institution has been granted permission to award Border County waivers (BoR Minutes, October 2008).

**Georgia National Guard and U.S. Military Reservists**

Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BoR Minutes, October 2008).

**Students Enrolled in USG Institutions as Part of Competitive Economic Development Projects**

Students who are certified by the Commissioner of the Georgia Department of Economic Development as being part of a competitive economic development project.

**Students in Georgia-Based Corporations**

Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through USG institutions to provide out-of-state tuition differential waivers.

**1. Approval of Revision to The Policy Manual, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) (Continued)**

**Students in ICAPP® Advantage Programs**

Any student participating in an ICAPP® Advantage program.

**International and Domestic Exchange Programs**

Any student who enrolls in a USG institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to USG students (BoR Minutes, October 2008).

**Economic Advantage**

As of the first day of classes for the term, an economic advantage waiver may be granted to a U.S. citizen or U.S. legal permanent resident who is a dependent or independent student and can provide clear evidence that the student or the student's parent, spouse, or United States court-appointed legal guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. For U.S. citizens or U.S. legal permanent residents, this waiver will expire twelve (12) months from the date the waiver was granted.

As of the first day of classes for the term, an economic advantage waiver may be granted to an independent non-citizen possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Independent non-citizen students may continue to receive this waiver as long as they maintain a valid employment-related visa status and can demonstrate continued efforts to establish U.S. legal permanent residence and legal domicile in the State of Georgia.

A dependent non-citizen student who can provide clear evidence that the student's parent, spouse, or United States court-appointed legal guardian possesses a valid employment-related visa status and can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment is also eligible to receive this waiver. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals must be able to show clear evidence of having taken legally

**1. Approval of Revision to The Policy Manual, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) (Continued)**

permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia.

Non-citizen students currently receiving a waiver who are dependents of a parent, spouse, or United States court-appointed legal guardian possessing a valid employment-related visa status may continue to receive this waiver as long as they can demonstrate that their parent, spouse, or United States court-appointed legal guardian is maintaining full-time, self-sustaining employment in Georgia and is continuing efforts to pursue an adjustment of status to U.S. legal permanent resident and the establishment of legal domicile in the State of Georgia (BoR Minutes, amended October 2008.)

**Recently Separated Military Service Personnel**

Members of a uniformed military service of the United States who, within twelve (12) months of separation from such service, enroll in an academic program and demonstrate an intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children. (BoR Minutes, June 2004; October 2008; October 2013).

**Non-Resident Students**

As of the first day of classes for the term, a non-resident student can be considered for this waiver under the following conditions:

**1. Students under 24.**

- If the parent, or United States court-appointed legal guardian has maintained domicile in Georgia for at least twelve (12) consecutive months and the student can provide clear and legal evidence showing the relationship to the parent or United States court-appointed legal guardian has existed for at least twelve (12) consecutive months immediately preceding the first day of classes for the term. Under Georgia code, legal guardianship must be established prior to the student's 18th birthday (BoR Minutes, October 2008, title amended February 2010); or
- If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term (BoR Minutes, February 2010).

**2. Students 24 and Older.**

- If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least

**1. Approval of Revision to The Policy Manual, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) (Continued)**

twelve (12) consecutive months immediately preceding the first day of classes for the term. This waiver can remain in effect as long as the student remains continuously enrolled (BoR Minutes, October 2008, title amended February 2010).

This waiver can remain in effect as long as the student remains continuously enrolled (BoR Minutes, October 2008).

If the parent, spouse, or United States court-appointed legal guardian of a continuously enrolled non-resident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the non-resident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent, spouse or United States court-appointed legal guardian (BoR Minutes, June 2006, amended October 2008).

**Vocational Rehabilitation Waiver**

Students enrolled in a USG institution based on a referral by the Vocational Rehabilitation Program of the Georgia Department of Labor (BoR Minutes, October 2008).

**Proposed Policy 7.3.4.1 Out-of-State Tuition Waivers**

**7.3.4.1 Out-of-State Tuition Waivers**

An institution may award out-of-state tuition differential waivers and assess in-state tuition for certain non-Georgia residents under the conditions listed below. Notwithstanding any provision in this policy, no person who is unable to show by the required evidence that they are lawfully in the United States shall be eligible for any waiver of tuition differential (BoR Minutes, June 2010; October 2013). **Institutions shall comply with the procedures governing the award of out-of-state tuition waivers as established by the Executive Vice Chancellor for Academic Affairs/Chief Academic Officer.** Note: For the definition of residency status, see [Section 4.3 of this Policy Manual](#).

**Presidential Waivers ~~International and Superior Out-of-State Students~~**

~~International and superior~~ Out-of-state students selected by the institution president or an authorized representative, provided that the number of such waivers in effect does not exceed four percent (4%) for the University of Georgia, Georgia Institute of Technology, Georgia State University, Georgia Regents University, and two percent (2%) for all other institutions of the

**1. Approval of Revision to The Policy Manual, Section 7.3.4.1 Out-of-State Tuition Waivers (Joint Meeting with Committee on Internal Audit, Risk, and Compliance) (Continued)**

equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived. **Institutions awarding presidential waivers in the spring term semester may use either the fall term one year prior or the fall term immediately prior when calculating the number of allowable waivers.** The proportionate percentage of out-of-state tuition waived shall be used when determining the number of waivers in effect such that a full waiver of out-of-state tuition counts as one waiver, while a 50% waiver of out-of-state tuition counts as a **0.5** waiver (BoR Minutes, April 2012; October 2013).

**Institution presidents may award Presidential Waivers at their discretion to students within the following categories:**

- 1. Academic: Students who have demonstrated the potential to excel within a particular program of study offered by the institution as evidenced by scoring within the top half of students matriculating at the institution or the top half of students matriculating within the particular program of study to which the student has applied. Institutions shall determine the top half using the academic criteria (e.g., Freshman Index, standardized test scores, GPA, artistic ability) applicable either for general admission to the institution or for the particular program of study to which the student has applied.**
- 2. Athletic: Students selected to participate in the institution's intercollegiate athletics program and who have demonstrated the potential to succeed within a particular program of study offered by the institution. The percentage of waivers offered within the Athletic category shall not exceed one-third (1/3) of the total number of Presidential Waivers which the institution is eligible to offer, i.e., 4% or 2%.**
- 3. International: Non-citizen students who are not otherwise ineligible for a tuition differential waiver under this policy and who have demonstrated the potential to succeed within a particular program of study offered by the institution.**

**Institution presidents shall define institution-specific criteria and procedures for the awarding of and maintaining eligibility for Presidential Waivers and shall submit the institution-specific criteria and procedures for approval to the Chief Academic Officer no later than June 30 prior to the semester in which those criteria and procedures shall take effect. Extraordinary circumstances may arise justifying award of a Presidential Waiver under criteria not specified in this Policy but consistent with the Policy intent and in**

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support of the institution's mission. Presidents may offer an Academic Presidential Waiver in these circumstances but must first seek approval from the Chief Academic Officer. A student may be eligible under one or more Presidential Waiver categories but shall only be granted a waiver under one specific category and will only be counted within the category assigned by the institution. Institutions shall maintain evidence of said approval. Institutions shall maintain adequate documentation of waiver awards to validate that waiver recipients met the institutional criteria and complied with Board of Regents Policy.

Students receiving a Presidential Waiver must achieve a specified level of academic performance to maintain eligibility for the Presidential Waiver. Students receiving an academic or international Presidential Waiver must maintain a 2.5 GPA calculated on a cumulative basis at the conclusion of each academic year as specified in the respective institution's approved procedures and using the same GPA method used to calculate Satisfactory Academic Progress (SAP). Students receiving an athletic Presidential Waiver must maintain SAP.

Failure to maintain the specified level of academic performance at the conclusion of the respective academic year shall result in the student being placed in a two-semester probationary period for waiver purposes. The student shall be eligible to maintain a waiver during this probationary period but shall be ineligible for the waiver if the student is not able to achieve the specified level of academic performance for the student's specific Presidential Waiver sub-category. The student is eligible to re-gain the waiver, subject to the institution's discretion and consistent with this Policy, should the student achieve the specified level of academic performance for the student's specific Presidential Waiver sub-category.

**Border County Residents**

Students domiciled in an out-of-state county bordering Georgia, enrolling in a program offered at a location approved by the Board of Regents, and for which the offering institution has been granted permission to award Border County waivers (BoR Minutes, October 2008).

**Economic Development**

1. Students who are certified by the Commissioner of the Georgia Department of Economic Development as being part of a competitive economic development project.

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2. As of the first day of classes for the term, an Economic Advantage Waiver may be granted under the following conditions:

**U.S. Citizens, Permanent Residents, and Other Eligible Non-Citizens**

**A. Dependent Students**

Dependent students providing clear and convincing evidence that the student's parent or U.S. court-appointed legal guardian relocated to the state of Georgia to accept full-time, self-sustaining employment. The relocation must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was based must be held at the time the waiver is awarded.

**B. Independent Students**

Independent students providing clear and convincing evidence that they, or their spouse, relocated to the state of Georgia to accept full-time, self-sustaining employment. The relocation to the state must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was based must be held at the time the waiver is awarded.

**C. U.S. refugees, asylees, and other eligible noncitizens as defined by the federal Title IV regulations may be extended the same consideration for the economic advantage waiver as citizens and lawful permanent residents of the United States.**

**Waiver eligibility for the above qualifying students expires twelve (12) months from the date the waiver is awarded.**

**Non-Citizens**

**A. Dependent Students**

Non-citizen dependent students providing clear and convincing evidence that the student's parent or U.S. court-appointed legal guardian relocated to the state of Georgia to accept full-time, self-sustaining employment and entered the state in a valid, employment-authorized status. The relocation must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was

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based must be held at the time the waiver is awarded. Additionally, the non-citizen dependent student must provide clear evidence that the parent, or U.S. court-appointed legal guardian, is taking legally permissible steps to obtain lawful permanent resident status in the United States.

**B. Independent Students**

Non-citizen independent students must provide clear and convincing evidence that they, or their spouse, relocated to the state of Georgia to accept full-time, self-sustaining employment and entered the state in a valid, employment authorized status. The relocation must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was based must be held at the time the waiver is awarded. Additionally, non-citizen independent students must provide clear evidence that they, or their spouse, are taking legally permissible steps to obtain lawful permanent resident status in the United States.

Waiver eligibility for the above qualifying students may continue provided full-time, self-sustaining employment in Georgia and the employment-authorized status are maintained. Furthermore, there must be continued evidence of Georgia domicile and efforts to pursue an adjustment to United States lawful permanent resident status.

3. Students who are employees of Georgia-based corporations or organizations that have contracted with the Board of Regents through USG institutions to provide out-of-state tuition differential waivers.

~~4. Any student participating in an ICAPP® Advantage program.~~

- 5.4. Students enrolled in a USG institution based on a referral by the Vocational Rehabilitation Program of the Georgia Department of Labor (BoR Minutes, October 2008).
- 6.5. Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.

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**Employee**

1. Full-time USG employees, their spouses, and their dependent children.
2. Full-time employees in the public schools of Georgia or the Technical College System of Georgia (BoR Minutes, October 2008), their spouses, and their dependent children.
3. Teachers employed full-time on military bases in Georgia **also** shall **also** qualify for this waiver (BoR Minutes, 1988-89, p. 43).

**Military**

1. Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. Military personnel, their spouses, and their dependent children may continue waiver eligibility if:
  - The military sponsor is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status;
  - The military sponsor is reassigned out-of-state and the spouse and dependent children remain in Georgia and the sponsor remains on active military duty; or,
  - The active military personnel and their spouse and dependent children are stationed in a state contiguous to the Georgia border and live in Georgia. (BoR Minutes, February 2009; October 2013)
2. Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S. Military Reserves based in Georgia, and their spouses and their dependent children (BoR Minutes, October 2008).
3. Members of a uniformed military service of the United States who, within **thirty-six (36)** ~~twelve (12)~~ months of separation from such service, enroll in an academic program and demonstrate **an** intent to become domiciled in Georgia. This waiver may also be granted to their spouses and dependent children. (BoR Minutes, June 2004; October 2008; October 2013).

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**Reciprocal**

1. Students selected to participate in programs offered through the Academic Common Market.
2. Any student who enrolls in a USG institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to USG students (BoR Minutes, October 2008)
3. Any student who enrolls in a USG study-abroad program to include programs outside the State of Georgia but within the United States and study abroad programs outside the United States. Tuition and fees charged study abroad students shall be consistent with the procedures established in the USG Business Procedures Manual and as determined by the institution president.

**Research and Comprehensive University Graduate Students**

1. Graduate students attending a Research or Comprehensive institution and as determined by the respective institution's approved procedures. The number of students currently receiving waivers under this category shall not exceed the number assigned below: ~~the University of Georgia, the Georgia Institute of Technology, Georgia State University, and Georgia Regents University, which shall be authorized to waive the out-of-state tuition differential for a limited number of graduate students each year, with the understanding that the number of students at each of these institutions to whom such waivers are granted, shall not exceed the number assigned below at any one point in time:~~

University of Georgia	80-160
Georgia Institute of Technology	60-140
Georgia State University	80-140
Georgia Regents University	20-40
Georgia Southern University	20
Kennesaw State University	20
University of West Georgia	20
Valdosta State University	20

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2. Medical and dental residents and medical and dental interns at Georgia Regents University.

**Non-Resident Students**

As of the first day of classes for the term, a non-resident student can be considered for this waiver under the following conditions:

1. **Students under 24.**
  - If the parent, or United States court-appointed, legal guardian has maintained domicile in Georgia for at least twelve (12) consecutive months and the student can provide clear and legal evidence showing the relationship to the parent or United States court-appointed, legal guardian has existed for at least twelve (12) consecutive months immediately preceding the first day of classes for the term. Under Georgia code, legal guardianship must be established prior to the student's 18th birthday (BoR Minutes, October 2008, title amended February 2010); or
  - If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term (BoR Minutes, February 2010).
2. **Students 24 and Older.**
  - If the student can provide clear and legal evidence showing a familial relationship to the spouse and the spouse has maintained domicile in Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term. This waiver can remain in effect as long as the student remains continuously enrolled (BoR Minutes, October 2008, title amended February 2010).

This waiver can remain in effect as long as the student remains continuously enrolled (BoR Minutes, October 2008).

If the parent, spouse, or United States court-appointed, legal guardian of a continuously enrolled non-resident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the non-resident student may continue to receive this waiver as long as the student remains continuously enrolled in a public post-secondary

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educational institution in the state, regardless of the domicile of the parent, spouse or United States court-appointed, legal guardian (BoR Minutes, June 2006, amended October 2008).