



**UNIVERSITY SYSTEM
OF GEORGIA**

Board of Regents February 12, 2019 Agenda

10:00 AM Call to Order Room 8003
Chairman Don L. Waters

Invocation/ Pledge
Chairman Don L. Waters
Mr. Malik Bradley, SGA President, Savannah State University

Safety Briefing
Chief of Police Bruce Holmes

Approval of Minutes
Secretary Edward Tate
January 9th/17th Minutes

10:05 AM Campus Spotlight - Georgia Highlands College - Charging Up
Chemistry
Chairman Don L. Waters
Dr. Donald Green, President
Ms. Erin Kingston, Instructor of Chemistry
Mr. Jacob Pirkle, Student
Mr. Tony Hernandez, Student

10:25 AM 2018 Well-being Recognition Award
Ms. Karin Elliott, Associate Vice Chancellor for Total Rewards
Dr. Margaret Venable, President, Dalton State College

10:30 AM ITS Update
Dr. Robert H. Laurine Jr., Vice Chancellor and CIO

Budget Update
Ms. Tracey Cook, Interim Executive Vice Chancellor, Strategy &
Fiscal Affairs

11:00 AM Track I Committee Meetings: Academic Affairs Room 2104,
Regent C. Thomas Hopkins, Jr. 2nd Floor

Track I Committee Meetings: Organization & Law Room 2104,
Regent Sarah-Elizabeth Reed 2nd Floor

11:00 AM Track II Committee Meetings: Jt. Finance & Business/Internal Audit, Room 8003
Risk and Compliance
Regent Kessel D. Stelling, Jr.

Track II Committee Meetings: Personnel & Benefits Room 8003
Regent Philip A. Wilheit, Sr.

Track II Committee Meetings: Finance & Business Operations Room 8003
Regent Sachin D. Shailendra

Track II Committee Meetings: Internal Audit, Risk and Compliance Room 8003
Regent Kessel D. Stelling, Jr.

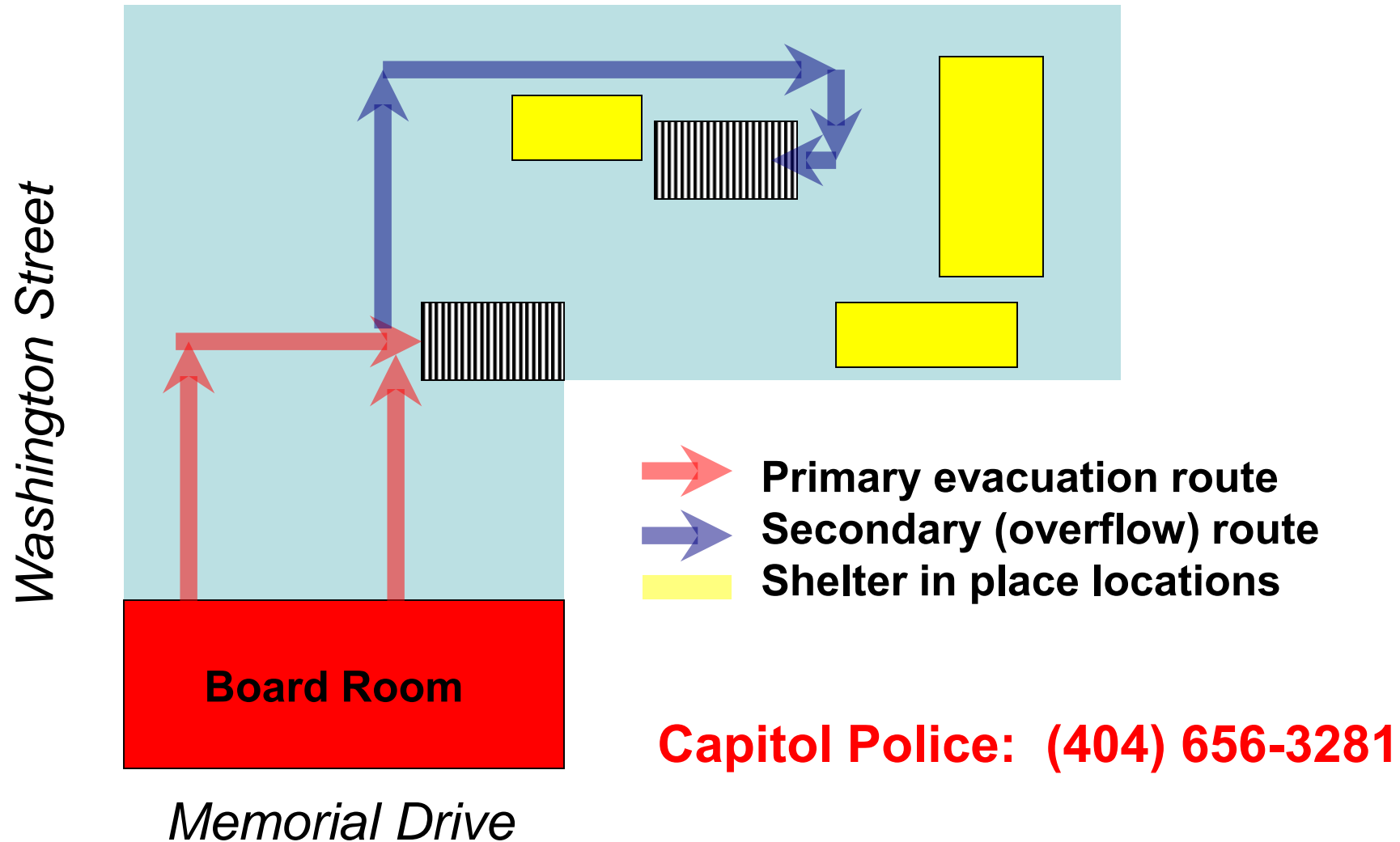
Track II Committee Meetings: Real Estate & Facilities Room 8003
Regent Benjamin J. Tarbutton, III

12:10 PM	Break for lunch	
1:10 PM	Reconvene	Room 8003
	Academic Recognition Honorees Dr. Joyce Jones, VC for Student Affairs	
	SACSCOC Principles & Accreditation Update Mr. John Fuchko, VC, Organizational Effectiveness	
	Chancellor's Report Chancellor Steve Wrigley	
1:50 PM	Committee Reports A. Academic Affairs - Regent C. Thomas Hopkins, Jr. B. Jt. Finance & Business/Internal Audit, Risk and Compliance - Regent Kessel D. Stelling, Jr. C. Finance & Business Operations - Regent Sachin D. Shailendra D. Internal Audit, Risk, and Compliance - Regent Kessel D. Stelling, Jr. E. Organization & Law - Regent Sarah-Elizabeth Reed F. Personnel & Benefits - Regent Philip A. Wilheit, Sr. G. Real Estate & Facilities - Regent Benjamin J. Tarbutton, III	
	Unfinished Business Chairman Don L. Waters	
	New Business Chairman Don L. Waters 2019 Gala Update - Regent Neil L. Pruitt, Jr.	
	Petitions and Communications Secretary Edward Tate	
2:05 PM	Executive Session Chairman Don L. Waters	
	Reconvene Chairman Don L. Waters	
	Adjournment Chairman Don L. Waters	



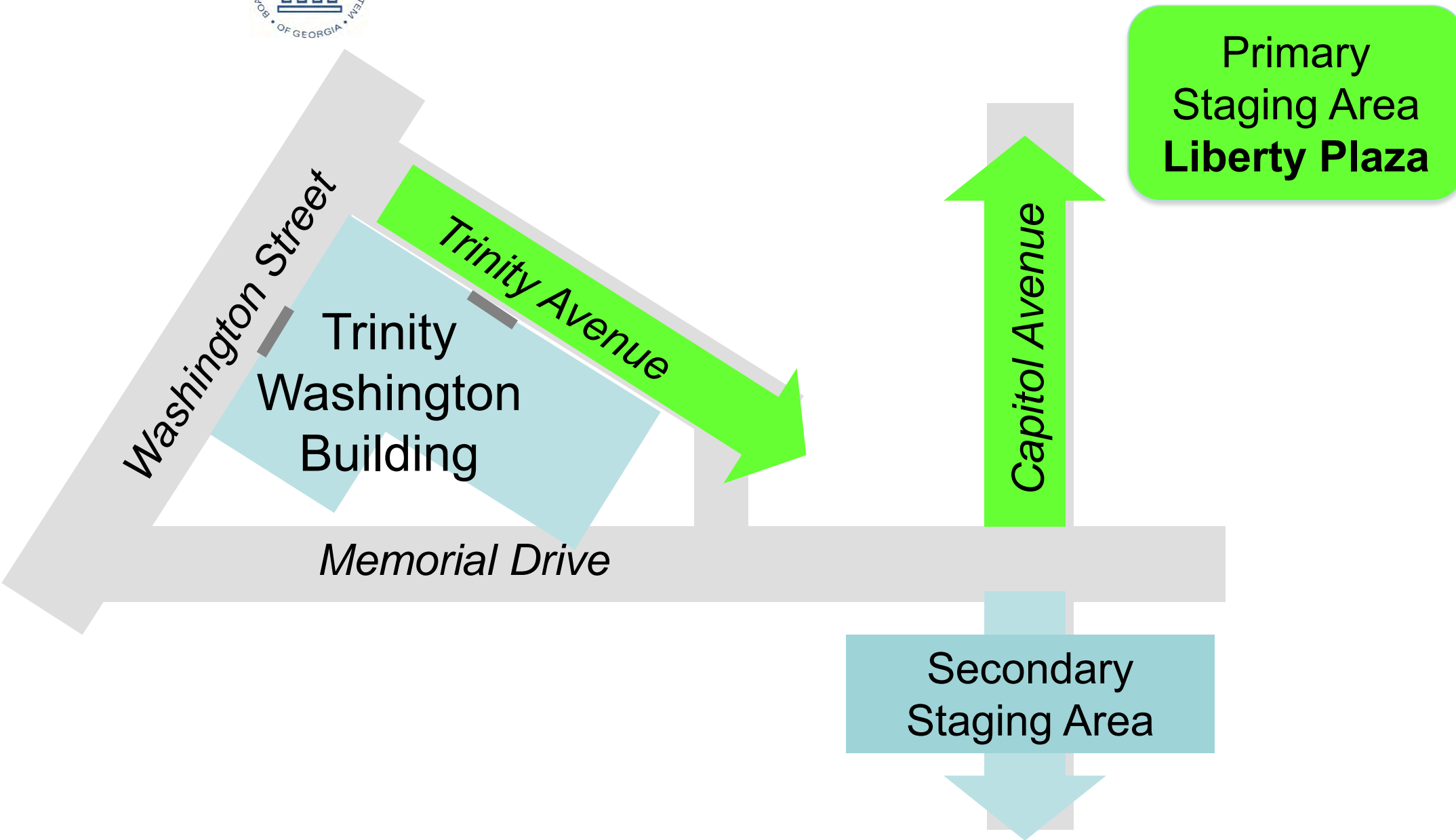
Trinity Washington Building Evacuation Routes

Trinity Avenue 7th and 8th Floor





Emergency Evacuation Assembly Areas



**MINUTES OF THE MEETING OF THE
BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
Atlanta, Georgia
January 9, 2019**

CALL TO ORDER

The Board of Regents of the University System of Georgia met at approximately 9:36 a.m. Wednesday, January 9, 2019, in the Board Room, Room 8003, 270 Washington Street SW, Atlanta, Georgia. The Chairman of the Board, Regent Don L. Waters, called the meeting to order. Present, in addition to Chairman Waters, were Vice Chairman T. Rogers Wade; Regents C. Dean Alford; Chris Cumiskey; W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; C. Thomas Hopkins, Jr.; James M. Hull; Donald M. Leebern, Jr.; Laura Marsh; Neil L. Pruitt, Jr.; Sarah-Elizabeth Reed; Sachin D. Shailendra; E. Scott Smith; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr.

INVOCATION AND PLEDGE

Georgia Institute of Technology Graduate Research Assistant Azell Francis gave the invocation and led the Pledge of Allegiance.

RECOGNITION OF OFFICER EDGAR FLORES

Board Chairman Don L. Waters asked for a moment of silence to commemorate the life of DeKalb County Police Officer Edgar Flores, who was killed in the line of duty in December 2018. Officer Flores was a graduate of the University of North Georgia.

SAFETY BRIEFING

Chief of Police Bruce Holmes gave the safety briefing.

APPROVAL OF MINUTES

With motion made and variously seconded, the Regents present voted unanimously to approve the minutes of the Board's meeting of November 13, 2018.

CHAIRMAN'S REMARKS

Chairman Waters began by welcoming everyone to the first Board meeting of 2019. He thanked past Chairman James M. Hull for his service to the Board of Regents and the University System of Georgia (USG). He also thanked his fellow Regents, Chancellor Steve Wrigley, and the other individuals and organization that play a key role in keeping higher education in Georgia accessible, affordable, and exceptional. Chairman Waters welcomed Georgia's incoming governor and legislators and expressed his excitement to work with the Georgia General Assembly to ensure continued strong financial support for all 26 USG institutions.

The Chairman reminded the Board of its charge to focus on student purposefulness leading to student success. He spoke of the USG's key role in the classroom-to-career pipeline and its success in collaborating with K-12 schools on programs such as dual enrollment. Nearly 90,000 students have participated in the dual enrollment program since 2016. Chairman Waters also spoke of the USG's three main goals of student success, economic development, and good stewardship of assets. He touted the USG's all-time high enrollment, despite declining college enrollment in other states; its economic impact of \$16.8 billion; and efforts like the Comprehensive Administrative Review that increase the efficiency of the System. As a result, the USG is building, maintaining, and growing a workforce that is worthy of the #1 State for Business distinction that Georgia has earned for six consecutive years.

Chairman Waters concluded his remarks by reminding the Board that the April 2019 meeting will be held in Savannah, co-hosted by Savannah State University and Georgia Southern University, and the October meeting will be held in Athens on the campus of the University of Georgia. He looks forward to visiting both campuses to see the tremendous work that USG students and faculty are doing across the state.

CAMPUS SPOTLIGHT: COLUMBUS STATE UNIVERSITY SPOTLIGHT ON FILM

Chairman Waters introduced Columbus State University (CSU) President Chris Markwood for this month's campus spotlight. CSU is located in Columbus, Georgia, and has an approximate enrollment of 8200 students. President Markwood spoke of the university's thriving film production program, including a new nexus degree in film production. Through a partnership with the Georgia Film Academy (GFA) and Flat Rock Studio, a new film production facility in Columbus, CSU provides its students with opportunities for hands-on learning on real-life movie sets. Dr. Danna Gibson, Chair of CSU's Communication department and author of the nexus degree in film production, described the program and the high level of student interest it has generated since its creation in 2018. Dr. Gibson introduced CSU film production alumna Ginger Steele and current student Timothy Pitts, who spoke of their experiences studying at CSU and working in the television and film industries.

President Markwood then showed a trailer for *Still*, the first full-length film produced by the CSU-GFA partnership. 13 CSU students worked on the film, which won the Top Georgia Film Award at the Atlanta Film Festival and was recently picked up for international distribution.

ECONOMIC DEVELOPMENT

Chris Clark, Georgia Chamber of Commerce President and CEO, gave an overview of the Georgia InVenture Prize competition that will take place on April 3-4, 2019, at the Georgia Public Broadcasting studios. The USG will participate in event, allowing each USG institution to identify a team to showcase its entrepreneurship programs in the statewide competition.

ETHICS TRAINING

Vice Chancellor for Organizational Effectiveness John Fuchko provided an overview of the Board of Regents Bylaws provisions and USG Ethics Policy requirements that pertain to members of the Board, the Chancellor, and Executive Vice Chancellors and presented the USG Ethics Policy for certification.

CHANCELLOR'S REPORT

Chancellor Wrigley began his report to the Board by wishing everyone a Happy New Year. He thanked several visitors and notable figures who were in attendance, including Georgia State Representative Calvin Smyre and outgoing Board Chairman James M. Hull. The Chancellor also welcomed incoming Board Chairman Don L. Waters and several new members of the University System Office (USO) staff, including Executive Vice Chancellor for Operations Teresa MacCartney, Vice Chancellor Jen Talaber Ryan, Vice Chancellor for Human Resources Juanita Hicks, and Executive Director of Government Relations Casey Aultman to the Board of Regents. He thanked Georgia Institute of Technology Director of Media Relations and Issues Management Lance Wallace and Interim Vice Chancellor of Human Resources Karin Elliott for their outstanding work in interim roles at the USO. Chancellor Wrigley acknowledged Savannah State University (SSU) President Cheryl Dozier's planned retirement and thanked her for her service to the university. Associate Vice Chancellor of Legal Affairs Kimberly Ballard-Washington will serve as interim president of SSU until a new president is selected through a national search. The Chancellor acknowledged Georgia Institute of Technology President Bud Peterson's retirement announcement and thanked Dr. Peterson for his years of service and many contributions to Georgia Tech.

Chancellor Wrigley then shared several highlights from across the University System. He spoke of the Momentum Year student survey results and announced a new System-wide initiative requiring incoming first-year students to elect a program focus before they begin their first semester. This initiative is in line with programs that are already in place at Columbus State University, Georgia College and State University (GCSU), and Georgia State University. He congratulated Valdosta State University on winning the Division II National Football Championship. He also congratulated Kennesaw State University and Georgia Southern University on receiving updated Carnegie Classifications of R2, the second-highest classification for research institutions in the country. The Chancellor commended GCSU alumnus Kevin Morris, who has been named the institution's first Marshall

Scholar. Mr. Morris hopes to study at University College London this fall.

Chancellor Wrigley concluded his remarks with a historical note. On this day in 2007, Steve Jobs introduced the first iPhone. This new device introduced touchscreen navigation to the public and forever changed how developers created and distributed software.

COMMITTEE REPORTS

Reports of the standing committees are attached hereto. Upon motion made and duly seconded, the Board unanimously approved and adopted the reports of the following committees:

- the Executive & Compensation Committee
- the Committee on Academic Affairs
- the Committee on Economic Development
- the Committee on Finance & Business Operations
- the Committee on Internal Audit, Risk, and Compliance
- the Committee on Organization & Law
- the Committee on Personnel & Benefits
- the Committee on Real Estate & Facilities

In connection with adopting the Committee on Academic Affairs' report the Board waived Board Policy 8.3.2 with respect to the process in approving naming Governor Nathan Deal as a Regents Professor at the University of Georgia.

UNFINISHED BUSINESS

There was none.

NEW BUSINESS

With motion made and variously seconded, the Regents present voted unanimously to appoint Assistant Vice Chancellor for Legal Affairs Chris McGraw as Assistant Secretary to the Board.

Regent Neil L. Pruitt, Jr., gave an update on the 2019 USG Foundation Gala. The event will be held on February 8, 2019, at 6:30 p.m. at the St. Regis Hotel in Atlanta.

PETITIONS AND COMMUNICATIONS

There were no petitions. Secretary to the Board Edward Tate announced that the next Board of Regents meeting will be held on February 12, 2019, at the Board's offices in Atlanta.

EXECUTIVE SESSION

Following the announcement on Petitions and Communications, Chairman Waters called for an executive session at approximately 12:05 p.m. to discuss personnel matters and litigation. With motion properly made and seconded, the Regents present voted unanimously to go into executive session. An affidavit regarding this executive session is on file with the Office of the Secretary to the Board.

RECONVENE

Following executive session, Chairman Waters reconvened the Board meeting in its regular session at approximately 12:45 p.m. and announced that the Board took no actions during the executive session.

With motion made and properly seconded, the Regents present voted unanimously to name Dr. Kyle Marrero as the finalist for the position of Georgia Southern University president.

With motion made and properly seconded, the Regents present approved a revision to the Georgia Institute of Technology security clearance resolution that was approved by the Committee on Organization & Law earlier in

the meeting.

ADJOURNMENT

There being no further business to come before the Board, the meeting adjourned at 12:46 p.m.

Don L. Waters
Chairman, Board of Regents
University System of Georgia

Edward M. Tate
Secretary, Board of Regents
University System of Georgia

MINUTES OF THE EXECUTIVE & COMPENSATION COMMITTEE

The Executive & Compensation Committee of the Board of Regents of the University System of Georgia met at approximately 9:02 a.m. in Room 8026 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Board Chairman Don L. Waters called the meeting to order. Present, in addition to Chairman Waters, were Board Vice Chairman T. Rogers Wade; Regents Chris Cumiskey; W. Allen Gudenrath; Erin Hames; Bárbara Rivera Holmes; C. Thomas Hopkins, Jr.; James M. Hull; Donald M. Leebern, Jr.; Laura Marsh; Neil L. Pruitt, Jr.; Sarah-Elizabeth Reed; Sachin D. Shailendra; E. Scott Smith; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Chancellor Steve Wrigley and several members of his staff also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

The Committee discussed its periodic self-assessment, which was completed on November 13, 2018. This self-assessment was completed in accordance with the Board's Bylaw which requires the Board of Regents to define and regularly evaluate its responsibilities. The self-assessment process identified potential areas for improvement and associated recommendations. At today's meeting we approved the recommendations brought forward from the self-assessment. These recommendations included improving the Regents' Initial and Committee Orientations, highlighting key items being presented for a Track Committee to the entire Board, and conducting a review of other system boards to identify additional best practices. The recommendations accepted also included the continuation of certain practices such as presenting high-level items for consideration by the entire board, continuing in-depth discussions of presidential performance, and having students and faculty present at Board meetings.

EXECUTIVE SESSION

Chairman Waters called for an executive session at approximately 9:10 a.m. to discuss personnel and litigation matters. With motion properly made and seconded, the Regents who were present voted unanimously to go into executive session. Chancellor Steve Wrigley and several members of his staff also were present for the executive session. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

After the Committee exited executive session, Chairman Waters reconvened the committee in its regular session at 9:22 a.m. and announced that no actions were taken.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 9:23 a.m.

MINUTES OF THE COMMITTEE ON ACADEMIC AFFAIRS

The Committee on Academic Affairs of the Board of Regents of the University System of Georgia met at approximately 10:34 a.m. in Room 7007 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman C. Thomas Hopkins, Jr., called the meeting to order. Present, in addition to Chairman Hopkins, were Committee Vice Chairman Chris Cumiskey, Regents C. Dean Alford, W. Allen Gudenrath, Bárbara Rivera Holmes, Laura Marsh, Sarah-Elizabeth Reed, and E. Scott Smith. Board Chairman Don L. Waters and Chancellor Steve Wrigley also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEMS

1. Vice Chancellor for Academic Affairs Marti Venn provided an orientation on the work conducted by the Committee on Academic Affairs during each Board meeting.
2. Vice Chancellor Venn informed the Committee about an action taken by the Chancellor pursuant to delegated authority to appoint Ms. Elizabeth Chamblee Burch the Fuller E. Callaway Distinguished Chair at the University of Georgia.

ACTION ITEMS

3. The Committee approved the establishment of a nexus in cybersecurity in financial technology at Columbus State University.
4. The Committee approved the establishment of a Master of Science with a major in in biomolecular science at Augusta University.
5. The Committee approved naming Governor Nathan Deal as a Regents Professor at the University of Georgia and waived Board Policy 8.3.2 Regents' Professorships with respect to the process.

CONSENT ITEM

6. The Committee adopted new endowed faculty positions at Georgia State University and named faculty appointments at Augusta University, Georgia State University, and the University of Georgia.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 10:51 a.m.

MINUTES OF THE COMMITTEE ON ECONOMIC DEVELOPMENT

The Committee on Economic Development of the Board of Regents of the University System of Georgia met at approximately 10:52 a.m. in Room 7007 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairwoman Bárbara Rivera Holmes called the meeting to order. Present, in addition to Chairwoman Holmes, were Committee Vice Chairman W. Allen Gudenrath; Regents C. Dean Alford; Chris Cumiskey; C. Thomas Hopkins, Jr.; Laura Marsh; Sarah-Elizabeth Reed; and E. Scott Smith. Board Chairman Don L. Waters also was present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEMS

1. Committee Chairwoman Bárbara Rivera Holmes presented a brief orientation on the mission of the Committee on Economic Development.
2. Chief Innovation Officer Dr. Art Recesso provided an update on the developing partnership between the University System and the U.S. Department of Labor regarding the creation of apprenticeship standards for the financial technology industry in Georgia.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 11:02 a.m.

MINUTES OF THE COMMITTEE ON ORGANIZATION AND LAW

The Committee on Organization and Law of the Board of Regents of the University System of Georgia met at approximately 11:01 a.m. in Room 7007 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairwoman Sarah-Elizabeth Reed called the meeting to order. Present, in addition to Chairwoman Reed, were Committee Vice Chairwoman Laura Marsh; Regents C. Dean Alford; Chris Cummiskey; W. Allen Gudenrath; Bárbara Rivera Holmes; C. Thomas Hopkins, Jr.; and E. Scott Smith. Board Chairman Don L. Waters also was present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. University System Office staff provided a brief orientation on the structure and activities of the Committee.

APPROVAL ITEMS

2. The Committee approved certain named personnel at the Georgia Institute of Technology to apply for, and receive, United States Government security clearance related to classified government research.
3. The Committee approved certain named personnel at Savannah State University to apply for, and receive, United States Government security clearance related to classified government research.
4. The Committee approved Gordon State College entering into mutually beneficial emergency services arrangements with the City of Barnesville and Lamar County.

EXECUTIVE SESSION

Chairwoman Reed called for an executive session at approximately 11:05 a.m. to discuss personnel and litigation matters. With motion properly made and seconded, the Regents who were present voted unanimously to go into executive session. An affidavit regarding this executive session is on file in the Office of the Secretary to the Board.

RECONVENE

After the Committee exited executive session, Chairwoman Reed reconvened the committee in its regular session at 11:19 a.m. and announced that no actions were taken.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at 11:20 a.m.

MINUTES OF THE COMMITTEE ON PERSONNEL & BENEFITS

The Committee on Personnel and Benefits of the Board of Regents of the University System of Georgia met at approximately 10:40 a.m in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Phillip A. Wilheit, Sr., called the meeting to order. Present, in addition to Chairman Wilheit, were Committee Vice Chairman Richard L. Tucker; Regents Erin Hames; James M. Hull; Donald M. Leeburn, Jr.; Sachin D. Shailendra; Kessel D. Stelling, Jr.; Benjamin J. Tarbutton, III; and Philip A. Wilheit, Sr. Board Vice Chairman T. Rogers Wade also was present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. Interim Vice Chancellor for Human Resources Karin Elliott provided an orientation regarding the activities of the Committee on Personnel and Benefits.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 10:45 a.m.

MINUTES OF THE COMMITTEE ON FINANCE & BUSINESS OPERATIONS

The Committee on Finance & Business Operations met at approximately 10:45 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Sachin D. Shailendra called the meeting to order. Present, in addition to Chairman Shailendra, were Committee Vice Chairman Donald M. Leebern, Jr.; Regents Erin Hames; James M. Hull; Neil L. Pruitt, Jr.; Kessel D. Stelling, Jr.; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Board Vice Chairman T. Rogers Wade also was present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM

1. Interim Executive Vice Chancellor for Strategy and Fiscal Affairs Tracey Cook provided an orientation on the Committee on Finance and Business Operations and its yearly forward agenda.

APPROVAL ITEM

2. The Committee approved a proposed revision to the *Board of Regents Policy Manual*, Section 7.3.4.3, Waiver of Mandatory Fees for U.S. Military Reserve and Georgia National Guard Combat Veterans.

ADJOURNMENT

There being no further business to come before the committee, the meeting adjourned at approximately 10:50 a.m.

MINUTES OF THE COMMITTEE ON INTERNAL AUDIT, RISK AND COMPLIANCE

The Committee on Internal Audit, Risk and Compliance of the Board of Regents of the University System of Georgia met at approximately 11:00 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Kessel D. Stelling, Jr., called the meeting to order. Present, in addition to Chairman Stelling, were Committee Vice Chairwoman Erin Hames; James M. Hull; Donald M. Leebern, Jr.; Neil L. Pruitt, Jr.; Sachin D. Shailendra; Benjamin J. Tarbutton, III; Richard L. Tucker; and Philip A. Wilheit, Sr. Chancellor Steve Wrigley and Board Vice Chairman T. Rogers Wade also were present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEM.

1. Interim Chief Audit Officer & Vice Chancellor for Internal Audit Tan Smith gave an orientation on the Committee on Internal Audit, Risk and Compliance. Dr. Smith and Vice Chancellor for Organizational Effectiveness John Fuchko reviewed the Committee's planned forward agenda.

APPROVAL ITEMS

2. The Committee approved the proposed Internal Audit Charter.
3. The Committee approved the proposed Compliance and Ethics Charter.
4. The Committee approved the proposed Committee on Internal Audit, Risk, and Compliance Charter.

ADJOURNMENT

There being no further business to come before the committee, the meeting adjourned at approximately 11:11 a.m.

MINUTES OF THE COMMITTEE ON REAL ESTATE & FACILITIES

The Committee on Real Estate & Facilities of the Board of Regents of the University System of Georgia met at approximately 10:51 a.m. in Room 8003 of the Board's offices, 270 Washington St., SW, in Atlanta, Georgia. Committee Chairman Benjamin J. Tarbutton, III, called the meeting to order. Present, in addition to Chairman Tarbutton, were Committee Vice Chairman Neil L. Pruitt, Jr.; Regents Erin Hames; James M. Hull; Donald M. Leebern, Jr.; Sachin D. Shailendra; Kessel D. Stelling, Jr.; Richard L. Tucker; and Philip A. Wilheit, Sr. Board Vice Chairman T. Rogers Wade also was present. Unless otherwise noted, the Regents present approved all items unanimously.

INFORMATION ITEMS

1. Vice Chancellor for Real Estate & Facilities Jim James informed the Committee about an action taken by the Chancellor under delegated authority to approve the construction management firm rankings for project no. BR-10-1903, Brumby Hall Renovation, at the University of Georgia.
2. Vice Chancellor James provided the Committee with a brief orientation and forward agenda.

CONSENT ITEMS

3. The Committee authorized project no. BR-68-1902, Observatory Replacement, at the University of North Georgia.
4. The Committee approved the naming of Howard Nathaniel Lee Circle at Fort Valley State University.
5. The Committee approved the naming of the Patrick and Kara Jones Family Gate at Sanford Stadium at the University of Georgia.
6. The Committee approved the naming of the Saunders Center for Laboratory Sciences at Columbus State University.

ADJOURNMENT

There being no further business to come before the Committee, the meeting adjourned at approximately 11:00 a.m.

AGENDA
INFORMATION TECHNOLOGY SERVICES UPDATE

February 12, 2019

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INFORMATION ITEM

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AGENDA

INFORMATION TECHNOLOGY SERVICES UPDATE

February 12, 2019

1. Information Item: Information Technology Services Update

Dr. Robert H. Laurine Jr., Vice Chancellor/Chief Information Officer for the University System of Georgia, will provide an Information Technology Services Update. The presentation will include an overview of the USG higher education enterprise, progress in the deployment of technology solutions supporting students, faculty, and staff, and future technologies that will enable College 2025.

AGENDA
BUDGET UPDATE

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| 1. Amended Fiscal Year 2019 and Fiscal Year 2020 Budget Update | 1 |
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AGENDA

BUDGET UPDATE

February 12, 2019

1. Information Item: Amended Fiscal Year 2019 and Fiscal Year 2020 Budget Update

Interim Executive Vice Chancellor for Strategy and Fiscal Affairs, Tracey Cook, will provide an update on the Amended Fiscal Year 2019 and Fiscal Year 2020 budget.

AGENDA
COMMITTEE ON ACADAMIC AFFAIRS

February 12, 2019

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| 2. Establishment of a Bachelor of Science with a major in sports management, Middle Georgia State University | 5 |
| 3. Establishment of a Master of Sustainable Energy and Environmental Management, Georgia Institute of Technology | 7 |
| 4. Establishment of Master of Fine Arts with a major in film, television and digital media, University of Georgia | 9 |

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▪	Augusta University	
▪	University of Georgia	

1. Establishment of a Bachelor of Science in Education with a major in elementary education, Clayton State University

Recommended: That the Board approve the request of President Tim Hynes that Clayton State University (“CSU”) be approved to offer a Bachelor of Science in Education with a major in elementary education, effective Feb. 12, 2019.

Need and Demand: There is a local, state, and national concern that there will continue to be a growing need for early childhood educators (ECE) in the coming decade due to a decline in production of new teachers over the last decade. The south metro-Atlanta area continues to see population growth that put it in the top twelve for fastest growing metro areas in the United States. There exist an ongoing need for ECE teachers in CSU's immediate service area. The Georgia Department of Labor (DOL) lists Early Childhood Education as one of the state's top jobs in its short-term employment projections for 2020 and beyond. The DOL estimates 120 new positions and 320 job replacements for a total of 440 annual openings with an average salary of \$41,700. Between 2016 and 2022, ECE employment is projected to grow by 28 percent, or 3,306, statewide. The Department of Teacher Education at CSU currently offers a BA in Middle Grades Education and an MAT in Secondary Education. The department also works in conjunction with content-areas to offer certification in Secondary Education in math, science, English, and history. Enrollments have remained steady in these programs, averaging annually between 35 and 45 unit graduates over the past three years.

Program Summary: The goal of this program is to increase the number of highly qualified ECE teachers who are competent, caring, committed, collaborative and culturally responsive. The graduates from CSU's ECE program would be qualified to work as early childhood education teachers in grades P-5. The proposed program is designed to satisfy all of the requirements for approval by the Georgia Professional Standards Commission (GAPSC).

List of Similar Existing USG Programs and Productivity:

Enrollments and Degrees Conferred	FY2014	FY2015	FY2016	FY2017	FY2018
Albany State University (Enrollment) (Degrees Conferred)	227 78	188 51	171 34	176 41	187 22
Columbus State University (Enrollment) (Degrees Conferred)	311 54	279 38	234 54	220 36	224 32
Fort Valley State University (Enrollment) (Degrees Conferred)	82 17	88 8	93 4	75 6	89 5

Enrollments and Degrees Conferred	FY2014	FY2015	FY2016	FY2017	FY2018
Georgia College and State University (Enrollment) (Degrees Conferred)	218 42	211 40	207 33	210 41	224 35
Georgia Southwestern (Enrollment) (Degrees Conferred)	184 53	174 61	168 43	172 45	185 49
Middle Georgia State University (Enrollment) (Degrees Conferred)	319 46	280 60	275 31	256 28	88 43
University of North Georgia (Enrollment) (Degrees Conferred)	581 117	539 115	556 108	538 113	50 101

Fiscal and Facilities Impact: None

Accountability: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The review is in concert with the institution's schedule of comprehensive program reviews.

2. **Establishment of a Bachelor of Science with a major in sports management, Middle Georgia State University**

Recommended: That the Board approve the request of President Christopher Blake that Middle Georgia State University (“MGSU”) be approved to offer a Bachelor of Science with a major in sports management, effective Feb. 12, 2019.

Need and Demand: Plunket Research Ltd. recently estimates the economic impact of the United States sports and recreation at approximately \$519.9 billion dollars. According to the U.S. Bureau of Labor Statistics, more than 19.3 million Americans are working in the management, business, finance, entertainment, sports and recreation sector. Sports, recreation, fitness, related services and retail sectors have been recognized as among the largest new drivers of job creation of the current decade, growing over 12.6% since 2010. Through 2026, employment in entertainment, sports, and recreation advertising, promotions, and marketing occupations is projected to increase at a rate of 9-10% above the average for all occupations.

Georgia Department of Labor data suggests that Georgia is in line with national growth trends, with expansions across industrial sectors affiliated with sports, fitness, and recreation anticipated in both the short term and long term. Sport Management programs prepare individuals to apply management principles to the organization, administration, or management of athletic programs and teams, sport recreation services, and other related services. Sport management graduates benefit from a broad career landscape and can fill workforce needs in a host of professional positions, from management and recreational industries that are among the 20 industry subsectors expected to have growth in Georgia from 2017-2019. Managers, operations specialists, marketing specialists, and analysts that hold a bachelor’s degree can expect 19,190 annual job openings in various sectors thru 2019; and General and operations managers, marketing specialists, analysts, and coaches scouts are among the projected Hot Careers in Georgia thru 2026

The proposed B.S. with a major in sport management is positioned to meet a strategic institutional need to grow enrollment with purpose and develop academic pipelines and expanded degrees. Because capacity for the program exists in both Macon and Cochran, the program will be offered on both campuses. However, there is particular need for additional baccalaureate programming on the Cochran campus, which currently has a very slim academic portfolio and a growing enrollment, particularly in the student-athlete sector.

Program Summary: MGA’s proposed B.S. in Sport Management provides a rigorous sport management education that is underwritten by a strong liberal arts and general business curriculum. The program consists of 120 required credit hours, including a 42-hour core curriculum, 18 hours of discipline-specific Area F coursework, 18 hours of general business course work, 21 hours of sport management course work, and 21 hours of approved electives. The program features an embedded minor in business and at least three semester hours of internship experience.

List of Similar Existing USG Programs and Productivity:

Enrollments and Degrees Conferred	FY2014	FY2015	FY2016	FY2017	FY2018
Georgia Southern University (Enrollment) (Degrees Conferred)	427 64	412 91	398 83	413 92	411 77
Kennesaw State University (Enrollment) (Degrees Conferred)	462 78	412 65	398 62	478 83	442 77
University of West Georgia (Enrollment) (Degrees Conferred)	313 34	359 49	419 54	426 70	450 61

Fiscal and Facilities Impact: None

Accountability: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The review is in concert with the institution's schedule of comprehensive program reviews.

3. **Establishment of a Master of Sustainable Energy and Environmental Management, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G.P. “Bud” Peterson Georgia Institute of Technology (“GIT”) be approved to offer a Master of Sustainable Energy and Environmental Management (MSEEM), effective Feb. 12, 2019.

Need and Demand: With global urbanization and increasing concerns about the nation’s “natural capital,” this new professional Master’s is timely. The interdisciplinary nature of the field makes the School of Public Policy (SPP) an ideal fit to ground a professional degree in sustainability. With the interdisciplinary skills that SPP graduates would gain in this professional graduate program, they will be equipped with the training to fill much-needed positions throughout the state of Georgia, as well as around the United States and the world. Employment in occupational families associated with sustainable energy is projected to grow at a rate close to the average US job growth rate of 9%. Master degrees have been growing more rapidly. These opportunities include the following sectors: energy, policy and regulation, sustainability, environmental and examples of companies hiring individuals in this area of expertise: Coca-Cola, Amazon, Deloitte, Oak Ridge, Atlanta Office of Resilience and Quest Renewables.

Program Summary: The professional Master’s curriculum is composed of two required core classes, two quantitative methods classes, three SEEM electives, one policy and management elective, and a professional paper to be completed in a six -credit-hour course. The content is technical and science-based, as well as multidisciplinary, drawing on policy and public administration, economics and business, engineering and physical sciences. It covers environmental and energy regulations and policies, approaches to public participation, metrics and methods of sustainability (economic input-output life cycle assessment incorporating environmental impacts, the social cost of carbon, the three scopes of carbon and energy footprints and accounting, greenhouse gas emissions calculations, etc.), eco- business practices (carbon markets, corporate shareholder movement, etc.), and the role of key NGOs and institutions such as the World Bank and its development goals. The Georgia Tech Study Abroad Program on Sustainable Development and Climate Change in Venice, Italy, will offer the opportunity to MSEEM students to gain six-credit hours through a multidisciplinary learning experience in the summer.

List of Similar Existing USG Programs and Productivity: Georgia Tech would be singular in the state with a professional MSEEM program; there are no similar professional Master's programs in sustainability in the state of Georgia. Two MS programs in engineering offered by the University of Georgia mention sustainable issues in their course descriptions, and UGA offers a certificate in sustainability

List of Similar Existing USG Programs and Productivity: Georgia Tech would be singular in the state with a professional MSEEM program; there are no similar professional master's programs in sustainability in the state of Georgia. Two MS programs in engineering offered by the University of Georgia mention sustainable issues in their course descriptions, and UGA offers a certificate in sustainability

Fiscal and Facilities Impact: None

Accountability: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The review is in concert with the institution's schedule of comprehensive program reviews.

4. **Establishment of Masters of Fine Arts with a major in film, television and digital media, University of Georgia**

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be approved to offer a Master of Fine Arts with a major in film, television, and digital media, effective Feb. 12, 2019.

Need and Demand: In order to guarantee that Georgia continues to be a dynamic home to the best in film, media and dramatic production, the state needs a program that will train writers, directors, producers, cinematographers, production designers, editors and other key personnel to a world-class standard. The proposed Film, Television, and Digital Media (M.F.A.) program at the University of Georgia, the state’s flagship institution, is designed to meet that critical need. This program is a natural and necessary next step in ensuring that Georgia becomes a self-sustaining, vital and admired production center for film, television, digital, and dramatic production.

According to an August 2017 feasibility study conducted by Hanover Research, student interest in master’s degrees in film production is increasing at 3.7 percent annually. They note that degree completions are primarily clustered in two states: New York and California. This makes sense given that these two states are in the top three states for film production. Given that Georgia is now the third most active film production state in the U.S., a master’s program on par with those at UCLA, USC, and NYU is fitting. We believe that our program will attract a significant number of students regionally and nationally for several reasons. First, our proposed program is a two-year program and the primary competitor (SCAD) in the region offers a three-year program. We believe this streamlined program will be more attractive to significant numbers of potential students; it also will be much more affordable.

Program Summary: The M.F.A. program in Film, Television, and Digital Media will prepare a new generation of graduate students with experience in contemporary production practices, specifically in producing, writing, directing, and management, as well as in the burgeoning digital media fields. They will generate content across multiple platforms, as well as find creative and management positions within this changing media landscape. Importantly, this new program bridges existing strengths in faculty, facilities, and coursework from both the Grady College and the Franklin College of Arts and Sciences.

The first year would be based in Athens, where students would take 32 credits of course work learning fundamentals of storytelling, film production, film history, and criticism. In the second year, students will take 30 credits of course work. They will study, work, and live in residence at Pinewood Forest, adjacent to Pinewood Atlanta Studios while taking courses from UGA faculty. During their Pinewood Forest residency, production students will engage in capstone experiences and professional internships on Pinewood client productions provided and managed by The Georgia Film Academy. Meanwhile, some students in the writing program will work in observership either at Pinewood or at another production location in Northeast Georgia.

List of Similar Existing USG Programs and Productivity:

Enrollments and Degrees Conferred	FY2014	FY2015	FY2016	FY2017	FY2018
Georgia Southern University (Enrollment) (Degrees Conferred)	15 5	16 6	14 4	20 0	13 0
Georgia State University (Enrollment) (Degrees Conferred)	48 12	50 27	49 27	43 19	45 29
University of Georgia (Enrollment) (Degrees Conferred)	77 18	90 29	114 27	131 14	109 41

¹ MFA program with major in art

² MFA with major in creative writing and MFA with major in Studio

³ MFA with a major in art; MFA with a major in narrative media writing (new degree) and MFA with major in theatre

Fiscal and Facilities Impact: Requires renovation work

Accountability: The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The review is in concert with the institution's schedule of comprehensive program reviews.

5. Termination of Academic Degree, Georgia Institute of Technology

Recommended: That the Board approve the request of President G.P. “Bud” Peterson that Georgia Institute of Technology (“GIT”) be authorized to terminate the Ph.D. with a major in labor/ personnel relations and studies.

Abstract: This program has been dormant for at least 10 years and there are no students currently pursuing this degree. For many years, students pursuing PhD studies in Personnel Relations (Human Resource Management) have done so through the PhD in Managerial Sciences program. There are no students enrolled in this degree program and no adverse impact on faculty or students.

6. a. 4.2 Undergraduate Admission

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include the addition of a sentence referencing the Academic & Student Affairs Handbook as the source for the standards, procedures, and guidelines relevant to the Undergraduate Admission policies. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:**4.2 Undergraduate Admissions**

Individuals seeking undergraduate admission to any University System of Georgia (USG) institution shall meet the requirements for one of the categories listed below and any additional requirements that may be prescribed by the institution. Meeting minimum requirements does not guarantee admission to any USG institution.

Any exceptions to these admission policies may be made only with written approval of the USG chief academic officer.

EDITED POLICY LANGUAGE:**4.2 Undergraduate Admissions**

Individuals seeking undergraduate admission to any University System of Georgia (USG) institution shall meet the requirements for one of the categories listed below and any additional requirements that may be prescribed by the institution. Meeting minimum requirements does not guarantee admission to any USG institution.

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

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook. Any exceptions to these admission policies may be made only with written approval of the USG eChief aAcademic eOfficer.

PROPOSED NEW POLICY LANGUAGE:**4.2 Undergraduate Admission**

Individuals seeking undergraduate admission to any University System of Georgia (USG) institution shall meet the requirements for one of the categories listed below and any additional

requirements that may be prescribed by the institution. Meeting minimum requirements does not guarantee admission to any USG institution.

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

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook. Any exceptions to these admission policies may be made only with written approval of the USG Chief Academic Officer.

6. **b. 4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree**

Understandings: This proposed revision brings consistency and increases the efficiency of the Policy Manual. The suggested change does not substantively alter the intent of the policy. The following page contains an index of the current policy language, the edited policy language, and the proposed new policy language.

CURRENT POLICY LANGUAGE:

4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

These policies apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit.

EDITED POLICY LANGUAGE:

4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

~~These policies apply to first-time freshmen and individuals who have not earned the equivalent of 30 semester hours of transferable postsecondary credit.~~ These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

PROPOSED NEW POLICY LANGUAGE:

4.2.1 Admission Requirements for Programs Leading to an Associate or Baccalaureate Degree

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

6. c. 4.2.1.1 Freshman Requirements

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details, which are highlighted in blue, to the Academic & Student Affairs Handbook; making stylistic edits to improve readability; and removing outdated language, such as reference to the EPI and MPI calculations for Learning Support placement. These revisions also include proposed changes to the SAT Freshman Index (FI) formula and the minimum SAT requirements based on a recent analysis completed by the Office of Research and Policy Analysis on the current SA, which are highlighted in green. The state college FI minimum requirement has been removed to reflect that the state colleges presidents may elect not to require SAT/ACT and an FI cannot be calculated without SAT/ACT scores. Lastly, the proposed revisions include moving the requirements for the admission of unaccredited homeschool and high school students from the current Policy Section 4.2.1.2, Exceptions to Freshman Admission Requirements for Special Groups of Students, to this section to reflect that non-accredited homeschool and high school students do not require an admission exception but rather may demonstrate their high school graduation and completion of the USG's Required High School Curriculum in an alternative way. Additional procedural details supporting this change will be incorporated in the Academic & Student Affairs Handbook and will better align the requirements for homeschool admission with those required of other freshman applicants. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.1.1 Freshman 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/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming 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.

SAT/ACT Scores

Students must present at least the following minimum test scores for admission to a research, comprehensive, or state university:

1. 24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later);
2. 430 on the Critical Reading section and 400 on the Mathematics section of the old SAT (administered prior to March 2016); or
3. 17 on the English test and 17 on the Mathematics test of the ACT.

Presidents of the state colleges at their option shall require one of the following:

1. Submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or,
2. A minimum high school grade point average (HSGPA) and mandatory evaluation for Learning Support in lieu of SAT/ACT test scores for admissions.

State colleges requiring SAT/ACT shall establish minimum test score requirements of at least the following:

1. 19 on the Reading test and 18 on the Math test of the new SAT (administered March 2016 or later);
2. 330 on the Critical Reading section and 310 Mathematics section of the old SAT (administered prior to March 2016); or,
3. 12 on the English test and 14 on the Mathematics test of the ACT.

Students meeting the above minimum SAT/ACT scores but without scores sufficient to exempt placement screening will have a Mathematics Placement Index (MPI) and English Placement

Index (EPI) calculated as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.

Freshman Index

The Freshman Index (FI) is calculated using a combination of a student's SAT or ACT scores and high school grade point average (HSGPA).

Scores earned on the old SAT (administered prior to March 2016) are entered directly into the SAT FI formula. Scores earned on the new SAT (administered March 2016 or later) must be converted to the equivalent scores on the old SAT using the appropriate concordance tables provided by the College Board. The equivalent old SAT scores are then entered into the SAT FI formula.

The following are the FI formulas:

SAT FI = $500 \times (\text{HSGPA}) + \text{old SAT Critical Reading section score} + \text{old SAT Math section score}$
ACT FI = $500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88$

The minimum FI required for admission to a: 1. Research university is 2500; 2. Comprehensive university is 2040; 3. State university is 1940; and, 4. State college requiring SAT/ACT is 1830.

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

(BoR Minutes, Aug. 2010; Aug. 2014; Sept. 2015; Nov. 2016)

EDITED POLICY LANGUAGE:**4.2.1.1 Freshman Requirements**

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

Academic Record ~~Required High School Curriculum~~

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

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

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/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming may be used to satisfy this requirement.

The RHSC is comprised of the following units:

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

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

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.

SAT/ACT Scores

Students must present at least the following minimum test scores for admission to a research, comprehensive, or state university:

1. ~~24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later);~~
2. ~~430 on the Critical Reading section and 400 on the Mathematics section of the old SAT (administered prior to March 2016); or~~
3. ~~17 on the English test and 17 on the Mathematics test of the ACT.~~

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

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

Presidents of the state colleges at their option shall require one of the following:

1. ~~Submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or,~~
2. ~~A minimum high school grade point average (HSGPA) and mandatory evaluation for Learning Support in lieu of SAT/ACT test scores for admissions.~~

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

State colleges requiring SAT/ACT shall establish minimum test score requirements of at least the following:

1. ~~19 on the Reading test and 18 on the Math test of the new SAT (administered March 2016 or later);~~
2. ~~330 on the Critical Reading section and 310 Mathematics section of the old SAT (administered prior to March 2016); or,~~
3. ~~12 on the English test and 14 on the Mathematics test of the ACT.~~

~~Students meeting the above minimum SAT/ACT scores but without scores sufficient to exempt placement screening will have a Mathematics Placement Index (MPI) and English Placement Index (EPI) calculated as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.~~

Freshman Index

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

~~Scores earned on the old SAT (administered prior to March 2016) are entered directly into the SAT FI formula. Scores earned on the new SAT (administered March 2016 or later) must be converted to the equivalent scores on the old SAT using the appropriate concordance tables provided by the College Board. The equivalent old SAT scores are then entered into the SAT FI formula.~~

The following are the FI formulas:

SAT Administered March 2016 or Later

$$FI = 500 \times (HSGPA) + 1.06 \times (SAT \text{ EBRW section score} + SAT \text{ Math section score}) + 74$$

SAT Administered Prior to March 2016

$$SAT \text{ FI} = 500 \times (HSGPA) + \text{old SAT Critical Reading section score} + \text{old SAT Math section score}$$

ACT

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

~~The minimum FI required for admission to a: 1. Research university is 2500; 2. Comprehensive university is 2040; 3. State university is 1940; and, 4. State college requiring SAT/ACT is 1830.~~

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

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

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

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

~~(BoR Minutes, Aug. 2010; Aug. 2014; Sept. 2015; Nov. 2016)~~

PROPOSED NEW POLICY LANGUAGE:

4.2.1.1 Freshman Requirements

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

Academic Record

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

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

The RHSC is comprised of the following units:

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

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

SAT/ACT Scores

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

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

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

Freshman Index

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

SAT Administered March 2016 or Later

$$FI = 500 \times (HSGPA) + 1.06 \times (\text{SAT EBRW section score} + \text{SAT Math section score}) + 74$$

SAT Administered Prior to March 2016

$$FI = 500 \times (HSGPA) + \text{SAT Critical Reading section score} + \text{SAT Math section score}$$

ACT

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

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

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

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

7. **d. 4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students**

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details to the Academic & Student Affairs Handbook and edits to improve readability (blue highlighted language). These revisions also include the removal of policy related to the admission of unaccredited homeschool and high school students. Policy related to the admission of unaccredited homeschool and high school students is proposed to be added to Section 4.2.1.1, Freshman Requirements and is recommended to reflect that non-accredited homeschool and high school students do not require an admission exception but rather may demonstrate their high school graduation and completion of the USG's RHSC in an alternative way. Additional procedural details supporting this change will be incorporated in the Academic & Student Affairs Handbook and will better align the requirements for homeschool admission with those required of other freshman applicants. These proposed changes include removing the policy related to the admission of international students from this policy and creating a new International Freshman Requirements policy that includes a requirement to demonstrate proficiency in the English language, as well as removing the policy related to the admission of Dual Enrollment students and creating a new Dual Enrollment Requirements policy. These changes are recommended to reflect that these two populations do not require utilizing exceptions for admission but rather use alternate admission criteria to determine appropriate academic preparation. Procedural details supporting the evaluation of international freshmen and Dual Enrollment applicants are provided in the Academic & Student Affairs Handbook. It is further recommended that the Presidential Exceptions policy be revised to reflect that Presidents may delegate authority to grant admission under the Presidential Exception provision to appropriate staff. The policies have been renumbered to reflect the additional policies and to keep related policies grouped together. These suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

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 state colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.

Limited Admissions and the Required High School Curriculum (RHSC)

At research, comprehensive, and state universities, students granted Limited Admission must 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 colleges, students may be considered for Limited Admission if they have a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR and meet the minimum SAT/ACT score requirements. A high school equivalency diploma or certificate 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 unit deficiencies in accordance with USG procedures. They also must be screened, as applicable, for placement in Learning Support as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic & Student Affairs Handbook.

Limited Admissions and SAT/ACT Scores

In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.

Limited Admissions and the Freshman Index (FI)

The FI required for Limited Admission to a:

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

There is no minimum FI for Limited Admission to a state college.

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 a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR.

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 Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT (or ACT) 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 the 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/ACT score requirements for the sector to which they are applying, as outlined in Policy 4.2.1.1, Freshman Requirements.

Applicants who achieve designated scores on each of the following SAT 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, Literature, Math Level 1 or Math Level 2 U.S. History, World History, Biology E/M, and 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 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 SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT), 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.

Institutions must carefully evaluate such students to determine their ability to benefit from 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.

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 University. Admissions and program requirements are established by the individual institutions.

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, Sept. 2014; Aug. 2014; Nov. 2016; May 2017)

EDITED POLICY LANGUAGE:**4.2.1.2 International Freshman Requirements**

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

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

Limited Admissions Category

In recognition of the fact that a limited number of students applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students applicants. Institutions shall establish minimum criteria for Limited Admission, which Institutions will shall include the use of multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission. In addition, institutions shall require a high school diploma or state-issued high school equivalency diploma or certificate. Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum SAT or ACT scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the Academic & Student Affairs Handbook.

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

Limited Admissions and the Required High School Curriculum (RHSC)

At research, comprehensive, and state universities students granted Limited Admission must 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 colleges, students may be considered for Limited Admission if they have a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR and meet the minimum SAT/ACT score requirements. A high school equivalency diploma or certificate 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 unit deficiencies in accordance with USG procedures. They also must be screened, as applicable, for placement in Learning Support as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.

Limited Admissions and SAT/ACT Scores

In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.

Limited Admissions and the Freshman Index (FI)

The FI required for Limited Admission to a:

1. ~~Research university is 2020;~~
2. ~~Comprehensive university is 1830; and~~
3. ~~State university is 1790.~~

~~There is no minimum FI for Limited Admission to a state college.~~

Presidential Exceptions

~~Each institution~~ Presidents ~~or his or her designee~~ of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions requirements if the student applicant shows promise for academic success in college and has at least a high school diploma or a state-issued high school equivalency diploma or certificate earned through the successful completion of a high school equivalency test approved by the BoR.

Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be ~~are~~ 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 Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT (or ACT) 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 the 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/ACT score requirements for the sector to which they are applying, as outlined in Policy 4.2.1.1, Freshman Requirements.~~

~~Applicants who achieve designated scores on each of the following SAT 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, Literature, Math Level 1 or Math Level 2 U.S. History, World History, Biology E/M, and 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 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~~ **Applicants** with Outstanding Scores
 Students **Institutions** may grant admission to **applicants** who demonstrate very high academic ability by achieving a **Total SAT Total score (Critical Reading plus Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT), or Composite ACT score** in the upper five percent (5%) of national college-bound seniors ~~according to the most recent report from the College Board~~ **for the most recent test year** and who show other evidence of college readiness ~~may be admitted under this section.~~

Institutions must carefully evaluate such students to determine their ability to benefit from 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 **RHSC** in these areas. ~~Students~~ **Applicants** with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.

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

~~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.~~

~~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 University. Admissions and program requirements are established by the individual institutions.~~

~~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, Sept. 2014; Aug. 2014; Nov. 2016; May 2017)~~

4.2.1.4 Dual Enrollment Requirements

Dual Enrollment provides academically talented high school students with the opportunity to enroll in college-level courses. Institutions shall establish criteria for the admission of high school students to participate in Dual Enrollment in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.

Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Early College participants are eligible for enrollment in college courses while they are enrolled in an Early College.

PROPOSED NEW POLICY LANGUAGE:**4.2.1.2 International Freshman Requirements**

Freshman applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing high school within the United States. Freshman applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.3 Exceptions to Freshman Requirements

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

Limited Admissions Category

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

Research, comprehensive, and state universities shall also require that applicants complete the RHSC and have at least the minimum SAT or ACT scores provided in the Freshman Requirements policy, as well as the minimum FI as specified in the Academic & Student Affairs Handbook.

Presidential Exceptions

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

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

Applicants with Outstanding Scores

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

Admission of Students with Disabilities

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

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

4.2.1.4 Dual Enrollment Requirements

Dual Enrollment provides academically talented high school students with the opportunity to enroll in college-level courses. Institutions shall establish criteria for the admission of high school students to participate in Dual Enrollment in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.

Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Early College participants are eligible for enrollment in college courses while they are enrolled in an Early College.

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details to the Academic & Student Affairs Handbook (blue highlighted language), edits to improve readability, and removing outdated language, such as reference to the regional universities. The creation of two new transfer student policies is recommended. The creation of the International Transfer Requirements policy is recommended to reflect requirements specific to applicants whose native language is not English

or who have credentials from outside of the United States. Procedural details, including the methods through which English proficiency may be demonstrated, are provided in the Academic & Student Affairs Handbook. The creation of the Exceptions to Transfer Requirements policy is recommended to reflect that, as with freshman admission, institutions may grant admission to a limited number of transfer applicants not meeting regular criteria but showing potential to succeed in college. The procedural details, including the cap on the number of students who may be admitted under this provision, are provided in the Academic & Student Affairs Handbook. The policy has been renumbered to reflect proposed renumbering in earlier policy sections. Suggested changes do not substantively alter the intent of the policy.

7. **e. 4.2.1.3 Undergraduate Admission Requirements for Transfer Students**

CURRENT POLICY LANGUAGE:

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include moving procedural details to the Academic & Student Affairs Handbook (blue highlighted language), edits to improve readability, and removing outdated language, such as reference to the regional universities. The creation of two new transfer student policies is recommended. The creation of the International Transfer Requirements policy is recommended to reflect requirements specific to applicants whose native language is not English or who have credentials from outside of the United States. Procedural details, including the methods through which English proficiency may be demonstrated, are provided in the Academic & Student Affairs Handbook. The creation of the Exceptions to Transfer Requirements policy is recommended to reflect that, as with freshman admission, institutions may grant admission to a limited number of transfer applicants not meeting regular criteria but showing potential to succeed in college. The procedural details, including the cap on the number of students who may be admitted under this provision, are provided in the Academic & Student Affairs Handbook. The policy has been renumbered to reflect proposed renumbering in earlier policy sections. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.1.3 Undergraduate Admission Requirements for Transfer Students

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. 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.

(BoR Minutes, Aug. 2014)

EDITED POLICY LANGUAGE:**4.2.1.35 Undergraduate Admission Transfer Requirements for Transfer Students**

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:

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

MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS		
SECTOR Institution Sector	Minimum Transfer GPA 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 Comprehensive 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

The transfer GPA is based on transferable credit hours from postsecondary institutions previously attended. It is obtained by dividing the total number of transferable credit hours attempted at all postsecondary institutions previously attended by the total number of quality points for those courses. It excludes institutional credit hours (such as Learning Support courses) and vocational course hours.

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

*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. 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.

(BoR Minutes, Aug. 2014)

4.2.1.6 International Transfer Requirements

Transfer applicants educated outside of the United States shall demonstrate academic preparation comparable to that required of applicants completing their coursework within the United States. Transfer applicants whose native language is not English shall be required to demonstrate proficiency in the English language.

4.2.1.7 Exceptions to Transfer Requirements

In recognition of the fact that a limited number of transfer applicants do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such applicants. Institutions shall use multiple measures whenever possible to assess potential for success. The number of applicants who may be granted

7. f. 4.2.1.4 Non-Traditional Students**CURRENT POLICY LANGUAGE:****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 a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR; and,
3. Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be evaluated for 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 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 Critical Reading and Mathematics on the old SAT (administered prior to March 2016), or equivalent on the new SAT, 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 evaluation as appropriate.

(BoR Minutes, Aug. 2014; Nov. 2016; May 2017)

EDITED POLICY LANGUAGE:

4.2.1.48 Non-Traditional Students Requirements

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 in accordance with the guidelines set forth in the Academic & Student Affairs Handbook.

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. An applicant who Have has been out of high school at least five years, and whose high school class graduated at least five years ago; and
2. Applicants who hold a high school diploma from an accredited or approved high school as specified in the Section 4.2.1.1 of this Policy Manual or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR; and
3. Applicants who Have has earned fewer than 30 transferable semester credit hours may be evaluated as a non-traditional freshman.

All non-traditional freshmen must be evaluated for 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 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 Critical Reading and Mathematics on the

~~old SAT (administered prior to March 2016), or equivalent on the new SAT, 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. An applicant who Have has been out of high school at least five years, or whose high school class graduated at least five (5) years ago; and;~~
- ~~2. Have who has earned thirty (30) or more transferable semester credit hours may be evaluated as a non-traditional transfer of college credit, as defined in the 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 evaluation as appropriate.~~

~~(BoR Minutes, Aug. 2014; Nov. 2016; May 2017.~~

PROPOSED NEW POLICY LANGUAGE:

4.2.1.8 Non-Traditional Requirements

Institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students in

Non-Traditional Freshmen

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

Non-Traditional Transfers

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

7. **g. 4.2.1.5 Persons Aged 62 or Over**

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The policy has been renumbered to reflect proposed renumbering in earlier policy sections. The following pages contain an index of the current policy language, the edited policy language, and the proposed new policy language.

CURRENT POLICY LANGUAGE:

4.2.1.5 Persons Aged 62 or Over

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

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.
3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

EDITED POLICY LANGUAGE:

4.2.1.95 Persons Aged 62 or Over

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

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.

2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.
3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

PROPOSED NEW POLICY LANGUAGE:

4.2.1.9 Persons Aged 62 or Over

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

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility.
2. May enroll as a regular or auditing student in courses offered for resident credit on a “space available” basis without payment of fees, except for supplies, laboratory or shop fees.
3. Shall meet all USG and institution undergraduate or graduate admission requirements. However, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Shall have all usual student and institutional records maintained. However, institutions will not report such students for budgetary purposes.
5. Must meet all USG, institution, and legislated degree requirements if they are degree-seeking students.
6. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

7. **h. 4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree**

Understandings: This proposed revision brings consistency and increases the efficiency of the Policy Manual. The suggested change does not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree

EDITED POLICY LANGUAGE:

4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

PROPOSED NEW POLICY LANGUAGE:

4.2.2 Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree

These policies must be applied in accordance with the standards, procedures, and guidelines provided in the Academic & Student Affairs Handbook.

7. i. 4.2.2.1 Admission to Career Programs

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include edits to improve readability and removing an outdated reference to CPC requirements. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.2.1 Admission to Career Programs

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses.

There are two sets of admissions requirements, as specified in Section 3.02.01 of the Academic Affairs Handbook, for:

1. Programs with a Core-based general education component allowing more than twelve (12) semester hours of Core curriculum course work; and,
2. Programs with non-Core general education components allowing twelve (12) or fewer semester hours of Core Curriculum coursework.

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can be admitted into a program leading to a baccalaureate only if

1. On admission to the institution they would have met the requirements for regular or Limited Admission; or
2. They show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and CPC requirements.

EDITED POLICY LANGUAGE:

4.2.2.1 Admission to Career Programs

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses. There are two sets of admissions requirements, as specified in Section 3.02.01 of the Academic **& Student** Affairs Handbook, for:

1. Programs with a Core-based general education component allowing more than ~~twelve~~ (12) semester hours of Core curriculum course work; and,

2. Programs with non-Core general education components allowing ~~twelve (12)~~ or fewer semester hours of Core Curriculum coursework.

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can **only** be admitted into a program leading to a baccalaureate ~~only~~ if:

1. On admission to the institution they would have met the requirements for regular or Limited Admission; or,
2. They show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and ~~CPC~~ **RHSC** requirements.

PROPOSED NEW POLICY LANGUAGE:

4.2.2.1 Admission to Career Programs

Admissions requirements for career certificates and career degrees (Associate of Applied Science degrees and Associate of Science degrees in allied health areas) depend upon the extent to which the general education component is based on Core Curriculum courses. There are two sets of admissions requirements, as specified in the Academic & Student Affairs Handbook:

1. Programs with a Core-based general education component allowing more than 12 semester hours of Core curriculum course work; and,
2. Programs with non-Core general education components allowing 12 or fewer semester hours of Core Curriculum coursework.

Students admitted in the career degree or certificate category who have not completed a career degree may apply for admission to programs that lead to a baccalaureate degree if they meet regular or Limited Admission requirements. Students admitted in this category can only be admitted into a program leading to a baccalaureate if:

1. On admission to the institution they would have met the requirements for regular or Limited Admission; or,
2. They show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and RHSC requirements

7. **j. 4.2.2.2 Admission of Students to Certificate Programs at Designated Vocational Divisions**

Understandings: Designated vocational divisions no longer exist at the USG so this policy is recommended for deletion.

CURRENT POLICY LANGUAGE:

4.2.2.2 Admission of Students to Certificate Programs at Designated Vocational Divisions

Students admitted to vocational divisions at Bainbridge College, Clayton State University, College of Coastal Georgia, and Dalton State College are not required to meet the CPC and FI standards for regular or Limited Admissions; however, they are required to meet the admissions standards established by the TCSG for the same or similar programs, and they must meet prerequisite requirements for Core Curriculum courses. A student seeking admission to a transfer program must meet the requirements for freshman or transfer admissions.

EDITED POLICY LANGUAGE:

~~4.2.2.2 Admission of Students to Certificate Programs at Designated Vocational Divisions~~

~~Students admitted to vocational divisions at Bainbridge College, Clayton State University, College of Coastal Georgia, and Dalton State College are not required to meet the CPC and FI standards for regular or Limited Admissions; however, they are required to meet the admissions standards established by the TCSG for the same or similar programs, and they must meet prerequisite requirements for Core Curriculum courses. A student seeking admission to a transfer program must meet the requirements for freshman or transfer admissions.~~

NO PROPOSED POLICY LANGUAGE

7. **k. 4.2.2.3 Admission of Non-Degree Students**

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The proposed changes include an increase in the total hours that may be taken by a non-degree student from 12 to 18 semester hours and excluding ESL courses from the cap. These changes are needed to accommodate English Language Bridge Programs that allow students to take a mix of English language courses and academic courses prior to admission into an academic program. Recent changes made by USCIS do not allow English language learners to be admitted into a degree program until all admission requirements have been met, including English proficiency requirements. To accommodate highly desired students who need minimal English language learning prior to admission, schools can offer a Bridge program in order to maintain the relationship with the student who will be admitted into a degree program upon completion of the English language course work. The recommended revisions also include clarifying language indicating that the semester hour limit is a total rather than per semester limit. The creation of Policy 4.2.2.3, Admission of Postbaccalaureate Students, is recommended to clarify that postbaccalaureate admission requirements are distinct from those required for non-degree admission and that postbaccalaureate students are not subject to the credit hour limit enforced for other non-degree students. The policy has been renumbered to reflect the proposed deletion of the current policy 4.2.2.2, Admission of Students to Certificate Programs at Designated Vocational Divisions. Procedural details have been added to the Academic & Student Affairs Handbook. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

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 evaluated for and have been exempted from the relevant Learning Support course (BoR Minutes, Aug. 2014).

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.

EDITED POLICY LANGUAGE:

4.2.2.3² Admission of Non-Degree Students

Institutions may ~~permit students~~ **admit applicants** to enroll as non-degree students for a maximum **total of twelve (12) 18** semester credit hours, including institutional credit. **ESL coursework does not count towards the 18 semester hour limit.** ~~Students may not enroll in any course for which there is a Learning Support prerequisite unless they have been evaluated for and have been exempted from the relevant Learning Support course (BoR Minutes, Aug. 2014).~~

4.2.2.3 Admission of Postbaccalaureate Students

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

PROPOSED POLICY LANGUAGE:**4.2.2.2 Admission of Non-Degree Students**

Institutions may admit applicants to enroll as non-degree students for a maximum total of 18 semester credit hours, including institutional credit. ESL coursework does not count towards the 18 semester hour limit.

4.2.2.3 Admission of Postbaccalaureate Students

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

7. I. 4.2.2.4 Admission of Transient Students

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The procedural details recommended for removal, which are highlighted in blue, have been added to the Academic & Student Affairs Handbook. The following pages contain an index of the current policy language, the edited policy language, and the proposed new policy language.

CURRENT POLICY LANGUAGE:

4.2.2.4 Admission of Transient Students

An applicant who is enrolled in one institution and who wishes to take courses temporarily in another institution shall submit the documents outlined in Section 3.81 of the Academic and Student Affairs Handbook.

A student who is enrolled in a USG institution that is not currently affiliated with eCore, and who wishes to take online general education course(s) provided through eCore shall follow the guidelines in Section 3.8.2 of the Academic and Student Affairs Handbook. Per Board Policy 3.3.1, eCore courses, like any core curriculum course taken at a USG institution, are fully transferable to the student's home institution or upon transfer to another USG institution (BoR minutes, October 2014).

EDITED POLICY LANGUAGE:

4.2.2.4 Admission of Transient Students

Institutions may admit applicants who are enrolled in another institution to temporarily enroll as transient students, as outlined in the Academic & Student Affairs Handbook.

~~An applicant who is enrolled in one institution and who wishes to take courses temporarily in another institution shall submit the documents outlined in Section 3.81 of the Academic and Student Affairs Handbook.~~

~~A student who is enrolled in a USG institution that is not currently affiliated with eCore, and who wishes to take online general education course(s) provided through eCore shall follow the guidelines in Section 3.8.2 of the Academic and Student Affairs Handbook. Per Board Policy 3.3.1, eCore courses, like any core curriculum course taken at a USG institution, are fully transferable to the student's home institution or upon transfer to another USG institution (BoR minutes, October 2014).~~

PROPOSED POLICY LANGUAGE:

4.2.2.4 Admission of Transient Students

Institutions may admit applicants who are enrolled in another institution to temporarily enroll as transient students, as outlined in the Academic & Student Affairs Handbook.

7. **m. 4.2.2.5 Admission of Auditors**

Understandings: These proposed revisions bring consistency and increase the efficiency of the Policy Manual. The procedural details recommended for deletion have been added to the Academic & Student Affairs Handbook. Suggested changes do not substantively alter the intent of the policy.

CURRENT POLICY LANGUAGE:

4.2.2.5 Admission of Auditors

Students who submit evidence of graduation from a high school, as specified in Section 4.2.1.1 of this Policy Manual, or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR, may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.

EDITED POLICY LANGUAGE:

4.2.2.5 Admission of Auditors

~~Students who submit evidence of graduation from a high school, as specified in Section 4.2.1.1 of this Policy Manual, or have a state-issued high school equivalency certificate or diploma earned through the successful completion of a high school equivalency test approved by the BoR, may register as auditors. Under extraordinary circumstances, the president may waive the requirement of high school diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.~~ Institutions shall establish criteria for the admission of applicants to register as auditors in accordance with the guidelines provided in the Academic & Student Affairs Handbook.

PROPOSED POLICY LANGUAGE:

4.2.2.5 Admission of Auditors

Institutions shall establish criteria for the admission of applicants to register as auditors in accordance with the guidelines provided in the Academic & Student Affairs Handbook.

8. **a. Establishment of the Connie D. McDaniel WomenLead Chair, Georgia State University**

Recommended: That the Board of Regents approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to establish the Connie D. McDaniel WomenLead Chair, Georgia State University

Abstract: The Connie McDaniel WomenLead Chair will allow Georgia State University to attract and retain a renowned scholar who will develop new research ideas, make innovative advances in gender-related research, and develop best practices for building a world class leadership program designed to provide young women with the framework, knowledge, and skills to successfully navigate the transition from the university to their careers and leadership roles. The Georgia State Foundation has verified funding of \$500,000, sufficient to establish this position as required by Board of Regents Policy.

Bio: Connie McDaniel is a role model for women’s leadership in the Atlanta community and beyond. As a retired executive from the Coca-Cola Company, Connie’s 24-year career with the company culminated with leading the company’s global internal audit function as Vice President, Chief of Internal Audit. Prior to joining the team at Coca-Cola, Connie worked in global finance at Ernst & Young, traveling and living internationally. Connie graduated summa cum laude from J. Mack Robinson College of Business and holds her CPA in Georgia. Connie has volunteered her accounting expertise through service on numerous boards.

Always by Connie’s side and championing her career opportunities, Ken McDaniel’s professional career spanned over two decades – auditing and controlling business activities for companies in Atlanta and abroad. Ken graduated from Robinson with two degrees (BBA '82 & Master of Professional Accountancy '84), worked as a Lecturer/Non-Tenure Track Professor in Robinson’s School of Accountancy ('03-06), and served as the faculty advisor for Beta Alpha Psi ('05-06).

9. Names regarding institutional requests to appoint faculty with the appropriate qualifications into named faculty positions are listed below:

Institution Name: Augusta University

University Faculty's Name: Dr. Fernando L. Vale, M.D. FAANS

Named Position: Marshall B. Allen, Jr., M.D. Distinguished Chair in Neurosurgery

Institution Name: University of Georgia

University Faculty's Name: Mr. Robert H. Pinckney

Named Position: Milton Anthony (Tony) Greene Director of Entrepreneurship

Institution Name: University of Georgia

University Faculty's Name: Dr. Nicholas Allen

Named Position: Abraham Baldwin Professor in Humanities

Institution Name: University of Georgia

University Faculty's Name: Dr. Christopher Whalen

Named Position: Karen and Jim Holbrook Distinguished Professorship in Global Health

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COMMITTEE ON ORGANIZATION & LAW

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APPROVAL ITEM

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EXECUTIVE SESSION

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| 2. Executive Session | 7 |
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1. Revision to the Policy Manual: Section 6.26 – Application for Discretionary Review

6.26 Application for Discretionary Review

Any student or employee in the University System aggrieved by a final decision of the President of a University System of Georgia institution may apply to the University System Office of Legal Affairs (“Legal Affairs”) for a review of the decision. Review of the decision is not a matter of right, but is within the sound discretion of USO Legal Affairs. If granted, the discretionary review shall be limited to the record from the institutional appeal process. Nothing in this policy shall be construed to extend to any party substantive or procedural rights not required by federal or state law. This policy shall not be construed to extend to any party any expectation of employment, admission, or additional due process rights. This policy is not part of the due process rights afforded to students or employees of the University System; those rights have been fully afforded upon the decision of the President. The Board of Regents reserves the right to change this policy at any time and to make such changes effective retroactively to any pending application.

Each application for review shall be submitted in writing to USO Legal Affairs within a period of twenty calendar days following the decision of the President. USO Legal Affairs shall determine whether the application for review shall be granted. USO Legal Affairs may at its discretion refer a matter for mediation, arbitration, reconsideration, or evaluation of settlement options.

If an application for discretionary review is granted, a Committee composed of the following USO administrators shall review the final institution decision: the chief legal officer or his or her designee, the chief academic officer or his or her designee, the chief human resources officer or his or her designee, and any other person or persons deemed appropriate by the Committee. USO Legal Affairs may issue guidelines governing the process for review.

The decisions of the USO Legal Affairs and the Committee shall be final and binding for all purposes. There shall be no recourse to the Chancellor or the Board of Regents from such decision; provided, however, that the Board of Regents’ Committee on Organization and Law retains the authority to make an exception to this policy in its discretion.

USO Legal Affairs shall periodically report to the Committee on Organization and Law Committee regarding applications for discretionary review filed and their dispositions.

4.7 Appeals

Final judgment on all appeals regarding admissions (including program admissions), residency, student grades, and traffic citations rests with the President of the institution at which the appeal is heard. Any University System student aggrieved by a final decision of the President of an institution, other than those stated above, may apply to the Board's Office of Legal Affairs for a review of the decision, in accordance with the Board of Regents' Policy on Applications for Discretionary Review; provided, however, that an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance

8.2.21 Employment Appeals

Applications from University System employees for Board of Regents' review of presidential decisions shall be limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner which results in a loss of pay. Any University System employee aggrieved by a final decision of the President of an institution, other than those stated above, may apply to the University System Office of Legal Affairs for a review of the decision, in accordance with the Board of Regents' Policy on Applications for Discretionary Review; provided, however, that an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed, or (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.

EDITED POLICY LANGUAGE:

6.26 Application for Discretionary Review

Any **University System of Georgia (USG)** student or employee ~~in the University System~~ aggrieved by a final decision of ~~the President of a University System of Georgia~~ **USG** institution may apply to the University System Office of Legal Affairs ("**USO** Legal Affairs") for a review of the decision **subject to the parameters set forth below**. Review of the decision is not a matter of right, but is within the sound discretion of USO Legal Affairs. **USO Legal Affairs may issue guidelines governing the process for review.** ~~If granted, the discretionary review shall be limited to the record from the institutional~~

~~appeal process. Nothing in this policy shall be construed to extend to any party substantive or procedural rights not required by federal or state law. This policy shall not be construed to extend to any party any expectation of employment, admission, or additional due process rights. This policy is not part of the due process rights afforded to students or employees of the University System; those rights have been fully afforded upon the decision of the President. The Board of Regents reserves the right to change this policy at any time and to make such changes effective retroactively to any pending application.~~

Applications from USG students are permitted for final institution decisions other than decisions on admissions (including program admissions), residency, student grades, and traffic citations, as the final decision on those matters rests with the President of the institution at which the appeal is heard. Applications from USG employees are limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner that results in a loss of pay. Notwithstanding the foregoing, an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.

Each application for review shall be submitted in writing to USO Legal Affairs within a period of twenty 20 calendar days following the final institution decision of the President. USO Legal Affairs shall determine whether the application for review shall be granted. USO Legal Affairs may, at its discretion refer a matter for mediation, arbitration, reconsideration, or evaluation of settlement options, deny the application for review or refer the application to If an application for discretionary review is granted, a Committee composed of the following USO administrators or a designee of each administrator shall review the final institution decision: the chief legal officer, who shall serve as the Chair of the Committee; or his or her designee, the chief academic officer or his or her designee, the chief operating officer, the chief human resources officer or his or her designee, the chief student affairs officer, and any other person or persons deemed appropriate by the Committee. USO Legal Affairs may issue guidelines governing the process for review. Upon referral, the Committee shall review the application and take any action that it deems appropriate.

The decisions of the USO Legal Affairs and the Committee shall be final and binding for all purposes. There shall be no recourse to the Chancellor or the Board of Regents from such decision; provided, however, that the Board of Regents' Committee on Organization and Law retains the authority to make an exception to this policy in its discretion. USO Legal Affairs shall periodically report to the Committee on Organization and Law Committee regarding applications for discretionary review filed and their dispositions.

~~Nothing in this policy shall be construed to extend to any party substantive or procedural rights not required by federal or state law or any expectation of employment, admission, or additional due process rights. This policy is not part of due process rights afforded to students or employees of the University System; any such rights have been fully afforded upon the final institution~~

decision. The Board of Regents reserves the right to change this policy at any time and to make such changes effective retroactively to any pending application.

4.7 Student Appeals

Student appeals of final decisions of University System of Georgia institutions are governed by the Board of Regents' Policy on Application for Discretionary Review.

Final judgment on all appeals regarding admissions (including program admissions), residency, student grades, and traffic citations rests with the President of the institution at which the appeal is heard. Any University System student aggrieved by a final decision of the President of an institution, other than those stated above, may apply to the Board's Office of Legal Affairs for a review of the decision, in accordance with the Board of Regents' Policy on Applications for Discretionary Review; provided, however, that an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.

8.2.21 Employment Appeals

Employee appeals of final decisions of University System of Georgia institutions are governed by the Board of Regents' Policy on Application for Discretionary Review.

Applications from University System employees for Board of Regents' review of presidential decisions shall be limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner which results in a loss of pay. Any University System employee aggrieved by a final decision of the President of an institution, other than those stated above, may apply to the University System Office of Legal Affairs for a review of the decision, in accordance with the Board of Regents' Policy on Applications for Discretionary Review; provided, however, that an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed, or (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.

PROPOSED NEW POLICY LANGUAGE:

6.26 Application for Discretionary Review

Any University System of Georgia (USG) student or employee aggrieved by a final decision of a USG institution may apply to the University System Office of Legal Affairs (USO Legal Affairs)

for a review of the decision subject to the parameters set forth below. Review of the decision is not a matter of right, but is within the sound discretion of USO Legal Affairs. USO Legal Affairs may issue guidelines governing the process for review.

Applications from USG students are permitted for final institution decisions other than decisions on admissions (including program admissions), residency, student grades, and traffic citations, as the final decision on those matters rests with the President of the institution at which the appeal is heard. Applications from USG employees are limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner that results in a loss of pay. Notwithstanding the foregoing, an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.

Each application for review shall be submitted in writing to USO Legal Affairs within 20 calendar days following the final institution decision. USO Legal Affairs may, in its discretion, deny the application for review or refer the application a Committee composed of the following USO administrators or a designee of each administrator: the chief legal officer, who shall serve as the Chair of the Committee; the chief academic officer; the chief operating officer; the chief human resources officer; the chief student affairs officer; and any other person or persons deemed appropriate by the Committee. Upon referral, the Committee shall review the application and take any action that it deems appropriate.

The decisions of the USO Legal Affairs and the Committee shall be final and binding for all purposes. There shall be no recourse to the Chancellor or the Board of Regents from such decision; provided, however, that the Board of Regents' Committee on Organization and Law retains the authority to make an exception to this policy in its discretion. USO Legal Affairs shall periodically report to the Committee on Organization and Law regarding applications for discretionary review filed and their dispositions.

Nothing in this policy shall be construed to extend to any party substantive or procedural rights not required by federal or state law or any expectation of employment, admission, or additional due process rights. This policy is not part of due process rights afforded to students or employees of the University System; any such rights have been fully afforded upon the final institution decision. The Board of Regents reserves the right to change this policy at any time and to make such changes effective retroactively to any pending application.

4.7 Student Appeals

Student appeals of final decisions of University System of Georgia institutions are governed by the Board of Regents' Policy on Application for Discretionary Review.

8.2.21 Employment Appeals

Committee on Organization & Law

February 12, 2019

Employee appeals of final decisions of University System of Georgia institutions are governed by the Board of Regents' Policy on Application for Discretionary Review.

2. Executive Session

The Committee will enter executive session to discuss pending applications for review. These are made to the Board of Regents Office of Legal Affairs pursuant to Policy 6.26 Applications for Discretionary Review and are typically personnel matters and issues of academic status.

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JOINT COMMITTEES ON: FINANCE AND BUSINESS OPERATIONS & INTERNAL AUDIT, RISK & COMPLIANCE

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AGENDA

JOINT COMMITTEES ON: FINANCE AND BUSINESS OPERATIONS & INTERNAL AUDIT, RISK & COMPLIANCE

February 12, 2019

1. Information Item: Presentation of the Fiscal Year 2018 Financial Engagement Results for the University System of Georgia

Associate Vice Chancellor for Fiscal Affairs, Claire Arnold, will provide information on the Fiscal Year 2018 Financial engagement results for the University System of Georgia including a summary of audit trends and action plans to address Fiscal Year 2018 findings.

2. **Information Item: Presentation of the Fiscal Year 2018 Consolidated Annual Financial Report for the University System of Georgia**

Associate Vice Chancellor for Fiscal Affairs Claire Arnold will present information on the Fiscal Year 2018 Consolidated Annual Financial Report for the University System of Georgia. The Fiscal Year 2018 Consolidated Annual Financial Report was provided to the Board members in advance of the meeting.

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PERSONNEL AND BENEFITS

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APPROVAL ITEM

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1. **Information Item: Other Postemployment Benefits (OPEB) Liability Reduction Strategies**

Associate Vice Chancellor for Total Rewards, Karin Elliott, will present on strategies the USG is utilizing to address the USG's rising OPEB liability.

2. **Approval Item: Exception to Board of Regents Policy 8.2.3 Employment of Relatives**

AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

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AGENDA

COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

February 12, 2019

1. **Report on Fiscal Year 2019 Second Quarter Revenues and Expenditures**

Interim Executive Vice Chancellor for Fiscal Affairs, Tracey Cook, will present information on the Second Quarter Revenues and Expenditures for the University System of Georgia.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

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1. Revision to the Policy Manual:

Abstract: The proposed revisions will provide additional guidance to USG employees regarding conflicts of interest, required disclosures, outside consulting and compensated outside activities.

Current Policy Language:

8.2.18.2 Conflicts of Interest and Conflicts of Commitment

8.2.18.2.1 Conflicts of Interest and Appearances of Conflicts of Interest

Each University System of Georgia (USG) employee shall make every reasonable effort to avoid actual or apparent conflicts of interests and also the appearance of a conflict of interest. An appearance of a conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by a personal, financial, or business interest. An appearance of conflict can exist even in the absence of a legal conflict of interest. USG employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities.

8.2.18.2.2 Conflicts of Commitment

A USG employee shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of that employee's official duties.

8.2.18.2.3 Compensated Outside Activities: Restrictions & Approval Process

All employees are encouraged to participate in professional activities; however, those activities must be consistent with the mission of the USG. Each USG employee must obtain written approval in advance from institution president or designee prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Employees assigned to the System Office and USG presidents must obtain approval from the Chancellor or designee. Except as authorized for eligible faculty employees, annual leave must be used by USG employees for compensated outside activities during normal work hours consistent with the USG procedures governing the use of annual leave.

USG employees are generally prohibited from consulting or otherwise receiving compensation from a current USG vendor or an entity seeking a vendor relationship with the USG. Exceptions to this provision may be granted by the institution president or designee for employees that do

not supervise, regularly interact with, or participate in the selection of vendors of that employee's institution or System Office. Exceptions for University System Office employees may be granted by the Chancellor or designee. This prohibition applies only to those employees supervising or participating in vendor selection and/or providing oversight of vendor performance and to vendors / prospective vendors of that employee's institution or the System Office. This prohibition does not apply to vendor or service relationships between the USG and other government entities.

The nature of institutional and System Office executive positions is such that outside activities and potential conflicts of interest require an additional level of scrutiny in order to protect the public trust. Executive positions shall include direct reports to the president in addition to those with a title of Vice President, Vice Chancellor, equivalent, or higher. Individuals in executive positions desiring to participate in compensated outside activities or seeking approval for a conflict of interest management plan must obtain approval from the institutional president or from the USG Chancellor or designee for USO employees and USG presidents. Proposed approvals shall first be reviewed by USG Ethics & Compliance and USG Legal.

8.2.18.2.4 Faculty Consulting

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

Each USG institution shall adopt guidelines governing consulting activities of faculty members which shall include the following:

1. Time that faculty may consult during regular work hours, if any. For nine-month employees the maximum limit is one day per week. Twelve-month faculty assigned to administrative positions must take annual leave when engaged in consulting during their normal work hours consistent with the USG procedures governing the use of annual leave.
2. A determination of what institutional resources may be used for consulting work;
3. A plan for reimbursing the institution for use of the institution's personnel, facilities, equipment, and or materials consistent with rates charged outside groups or persons;
4. A procedure for obtaining prior approval of the President or his or her designee; and,
5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding faculty consulting.

8.2.18.2.5 Disclosure

Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interests, relationships, or activities that has the potential to compromise an employee's objectivity in fulfilling the employees' responsibilities to the USG. Each USG employee must also report and fully disclose any financial and business interests that the employee or the employee's spouse, partner, parent, child, sibling, and any in-laws of any of the foregoing may have that relate to the USG employee's expertise or responsibilities as a USG employee.

Edited Policy Language:

*NOTE: Highlighted language in italics moved from elsewhere in policy section. Struck-through language in italics moved elsewhere in policy section.

8.2.18.2 Conflicts of Interest and Conflicts of Commitment

8.2.18.2.1 Conflicts of Interest and Appearances of Conflicts of Interest

Each University System of Georgia (USG) employee shall make every reasonable effort to avoid actual or apparent conflicts of interests and also the appearance of a conflict of interest. An appearance of a conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by a personal, financial, or business interest. An appearance of conflict can exist even in the absence of a legal conflict of interest. USG employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities.

Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interest, relationship, or activity that has the potential to create or imply a conflict of interest with respect to the employee's USG duties.

8.2.18.2.2 Conflicts of Commitment

A USG employee shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of that employee's official duties.

8.2.18.2.3 Compensated Outside Activities: ~~Restrictions & Approval Process~~

Compensated Outside Activities of Full-Time Faculty and Staff

All employees are encouraged to participate in professional activities; however, those activities must be consistent with the mission of the USG. Each full-time USG employee, which is defined as a faculty member on contract of nine months or more or an employee who works 30 or more hours per week (.75 FTE), must obtain written approval in advance from institution president or designee prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Full-time employees at USG institutions must obtain written approval from the institution President or his or her designee. Employees assigned to the System Office employees and USG presidents must obtain approval from the Chancellor or his or her designee. Direct reports of USG presidents and those with a title of Vice President or equivalent must obtain approval from the USG institution President, whose authority cannot be delegated, using procedures established by the Chancellor.

Compensated Outside Activities of Part-Time Faculty and Staff

Each part-time USG employee, which is defined as a faculty member on contract less than nine months or an employee who works fewer than 30 hours per week (.75 FTE), does not need written approval in advance of engaging in compensated outside activities so long as the outside activity does not create an impermissible conflict of interest, use USG resources, or otherwise violate Board of Regents' policy.

Required Leave for Compensated Outside Activities

Except as authorized for eligible faculty employees, as set forth in Board of Regents' Policy 8.2.18.2.4, annual appropriate leave must be used by USG each employees for compensated outside activities during normal the employee's work hours consistent with the USG procedures governing the use of annual leave.

Non-faculty employees may not receive Honoraria, as defined in Board of Regents' Policy 8.2.18.2.4, for activities during the employee's work hours.

Consulting for USG Vendors

USG institution employees are generally prohibited from consulting with or otherwise receiving compensation from a current USG vendor of, or an entity seeking a vendor relationship with, the USG institution where the employee works. System Office employees are generally prohibited from consulting with or otherwise receiving compensation from a current System Office vendor or an entity seeking a vendor relationship with the System Office.

Exceptions to this provision may be granted by the institution President or his or her designee for USG institution employees that do not supervise, regularly interact with, or participate in the selection of vendors of for that employee's institution or System Office. Similar Exceptions for

University System Office employees and **USG presidents** may be granted by the Chancellor or **his or her** designee. ~~This prohibition applies only to those employees supervising or participating in vendor selection and/or providing oversight of vendor performance and to vendors/prospective vendors of that employee's institution or the System Office.~~ This prohibition does not apply to vendor or service relationships between the USG and other government entities.

~~The nature of institutional and System Office executive positions is such that outside activities and potential conflicts of interest require an additional level of scrutiny in order to protect the public trust. Executive positions shall include direct reports to the president in addition to those with a title of Vice President, Vice Chancellor, equivalent, or higher. Individuals in executive positions desiring to participate in compensated outside activities or seeking approval for a conflict of interest management plan must obtain approval from the institutional president or from the USG Chancellor or designee for USO employees and USG presidents. Proposed approvals shall first be reviewed by USG Ethics & Compliance and USG Legal.~~

8.2.18.2.4 **Institution Guidelines for Faculty Outside Consulting**

Definitions

"Compensation" is defined as any payment, deferred payment, equity, or deferred equity provided in exchange for the expectation that the faculty member will perform work or services for the benefit of the outside payer. Compensation does not include standard Honoraria.

"Honoraria" are defined as any payments given for professional or voluntary services that are rendered nominally without charge, and any payments in recognition of these services typically forbids a price to be set. See Board Policy 8.2.18.4 Gratuities for guidance on accepting expense reimbursement from outside parties.

"Faculty Primary Responsibilities" are defined as teaching, research, clinical practice, service, administrative duties, and other appropriate duties assigned by the institution to the faculty member.

"Faculty Secondary Responsibilities" are defined as professional activities or affiliations traditionally undertaken by faculty outside of the immediate institution employment context but where the faculty member represents the institution and his or her affiliation to it. Secondary Responsibilities may or may not entail the receipt of Honoraria, remuneration, or the reimbursement of expenses.

"Outside Consulting" is defined as any activity for Compensation other than Primary Responsibilities or Secondary Responsibilities that a faculty member may engage in that, (1) is based upon professional knowledge, experience, and abilities of the faculty member that relate to the faculty member's expertise or responsibilities as a USG faculty member, and (2) is

performed for any business, self-employment, or public or private entity other than his or her institution.

Required Institution Guidelines

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

Each USG institution shall adopt guidelines governing **outside** consulting activities of faculty members ~~which~~ **that** shall include the following:

1. Time that faculty may **engage in outside** consulting during ~~regular~~ work hours, if any:
 - a. If faculty outside consulting is permitted during work hours, ~~For nine-month employees~~ the maximum limit is, **on average**, one day per week.
 - b. **Unless express permission is granted by the institution President, whose approval authority may not be delegated,** ~~Twelve-month faculty assigned to administrative positions~~ who earn annual leave must take ~~annual~~ leave **consistent with USG and institutional procedures governing the use of leave** when engaged in consulting during their ~~normal faculty member's~~ work hours ~~consistent with the USG procedures governing the use of annual leave~~.
2. A determination of what institutional resources may be used for **outside** consulting work;
3. A plan for reimbursing the institution for **non-incidental** use of the institution's personnel, facilities, equipment, and ~~or~~ materials consistent with rates charged outside groups or persons;
4. A procedure for obtaining prior approval of the President or his or her designee; and,
5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding **outside** faculty consulting.

8.2.18.2.5 Disclosure

Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interests, relationships, or activities that has the potential to compromise an employee's objectivity in fulfilling the employees' responsibilities to the USG. Each USG employee must also report and fully disclose any financial and business interests that the employee or the employee's spouse, partner, parent, child, sibling, and any in-laws of any of the foregoing may have that relate to the USG employee's expertise or responsibilities as a USG employee.

Proposed New Policy Language:

8.2.18.2 Conflicts of Interest and Conflicts of Commitment

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Required Leave for Compensated Outside Activities

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Required Institution Guidelines

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

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2. A determination of what institutional resources may be used for outside consulting work;
3. A plan for reimbursing the institution for non-incidental use of the institution’s personnel, facilities, equipment, and materials consistent with rates charged outside groups or persons;

4. A procedure for obtaining prior approval of the President or his or her designee; and,
5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding outside faculty consulting.

2. **Approval Item: Interim Chief Auditor Appointment**

Recommended: That the Board approve the Chancellor's appointment of Claire Arnold as interim University System of Georgia Chief Audit Officer effective February 15, 2019.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

February 12, 2019

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

February 12, 2019

1. Stillwell Baseball Stadium Renovation, Kennesaw State University

Kennesaw State University (“KSU”) proposes to renovate the existing Stillwell Baseball Stadium (the “Stadium”), which is located in the Bailey Athletic Complex near the main entrance to the Kennesaw campus. KSU’s baseball program is one of the oldest and most successful athletic programs in the university’s history, having produced an NAIA National Championship in 1994 and a Division II World Series Championship in 1996. The Stadium, which was built in the late 1980s, is outdated and no longer meets the needs of the student-athletes for daily use or the expectations of its patrons seeking an enjoyable game day experience.

The proposed renovation would likely occur in two phases, depending on the progress of a public fundraising campaign. The first phase would focus on improving player safety with installation of a turf field, a batting lane, and new fencing. The second phase would include improvements to the dugouts and updated space for media, concessions, and other game day operations. Stadium seating would be updated and expanded to accommodate 1,500 patrons, while also offering additional venue rental space and premium seating options.

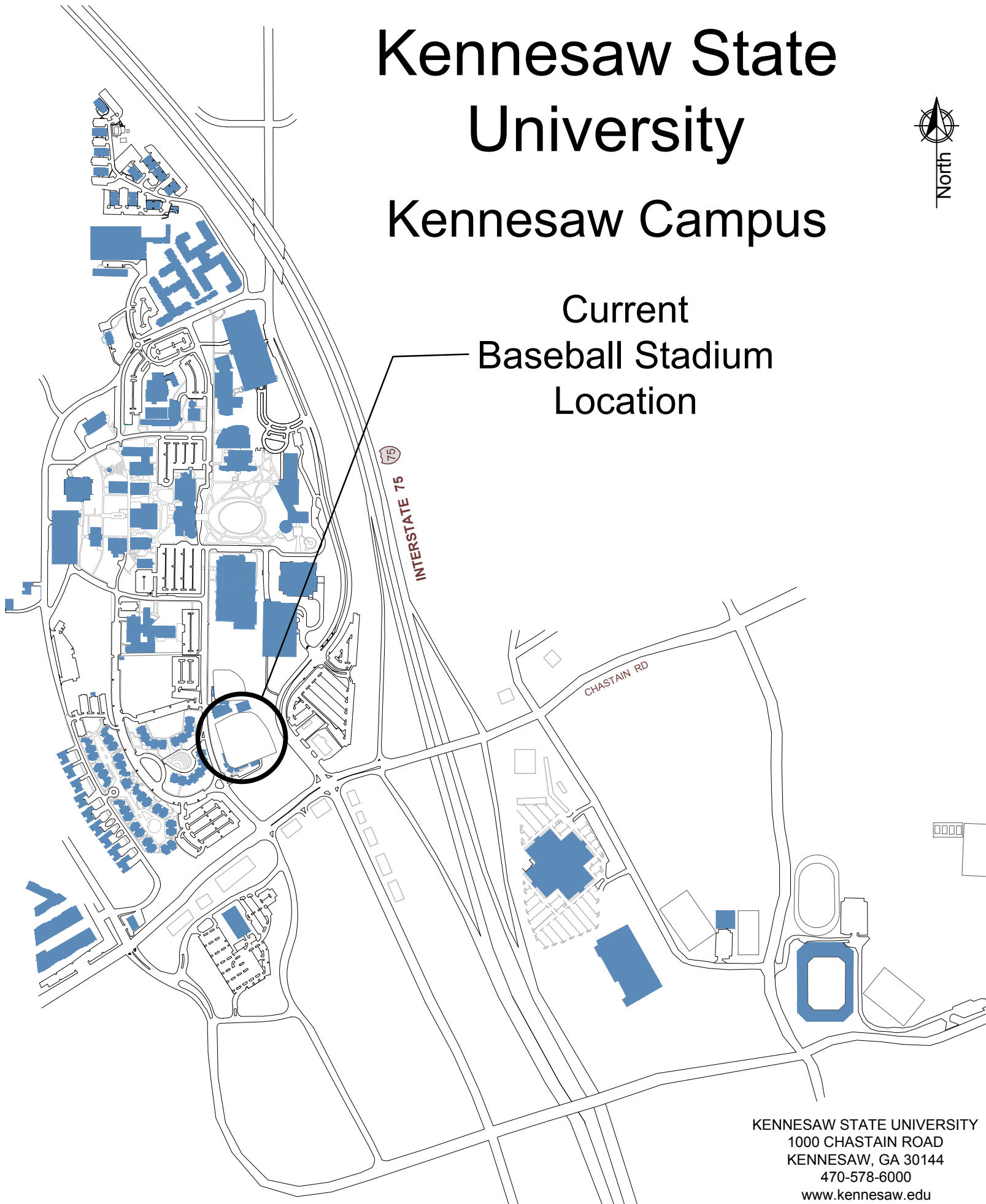
The total project cost is estimated to be \$7,000,000 and would be funded by philanthropic/private donations. Construction of each phase is estimated to take one year, with a target to complete all improvements by the opening of the baseball season in spring 2022.

Kennesaw State University

Kennesaw Campus



Current
Baseball Stadium
Location



KENNESAW STATE UNIVERSITY
1000 CHASTAIN ROAD
KENNESAW, GA 30144
470-578-6000
www.kennesaw.edu

2. Door Access Control Hardware Upgrade Program, Georgia Institute of Technology

Georgia Institute of Technology (“GIT”) proposes a multi-year project to implement a single, campus-wide physical access control service that would involve the replacement of existing access control hardware on over 2,200 doors across campus.

The proposed infrastructure project would improve GIT’s ability to manage the assignment and revocation of access privileges and enhance the overall security of its campus facilities. Multiple existing access control systems, some of which are near obsolescence, would be replaced with a scalable, non-proprietary, and integrated solution. The newly installed hardware would also provide a foundation to allow for cost-effective adoption of future security advancements, such as the use of biometric credentials.

The project would be completed over a four-year period with its estimated total project cost of \$12,000,000 to be provided by institution funds.

3. Recognition of Philanthropic Support, Georgia Institute of Technology

Vice Chancellor for Facilities Jim James will request that the Board recognize a commitment of philanthropic support for Georgia Institute of Technology.

4. Authorization of Project No. BR-30-1901, Cobb County Research Facility - Special Access Program Facility Expansion, Georgia Institute of Technology

Recommended: That the Board authorize Project No. BR-30-1901, Cobb County Research Facility - Special Access Program Facility Expansion for the Georgia Institute of Technology (“GIT”) with a total project budget of \$2,600,000 to be funded by Georgia Tech Research Institute (“GTRI”) grant funds.

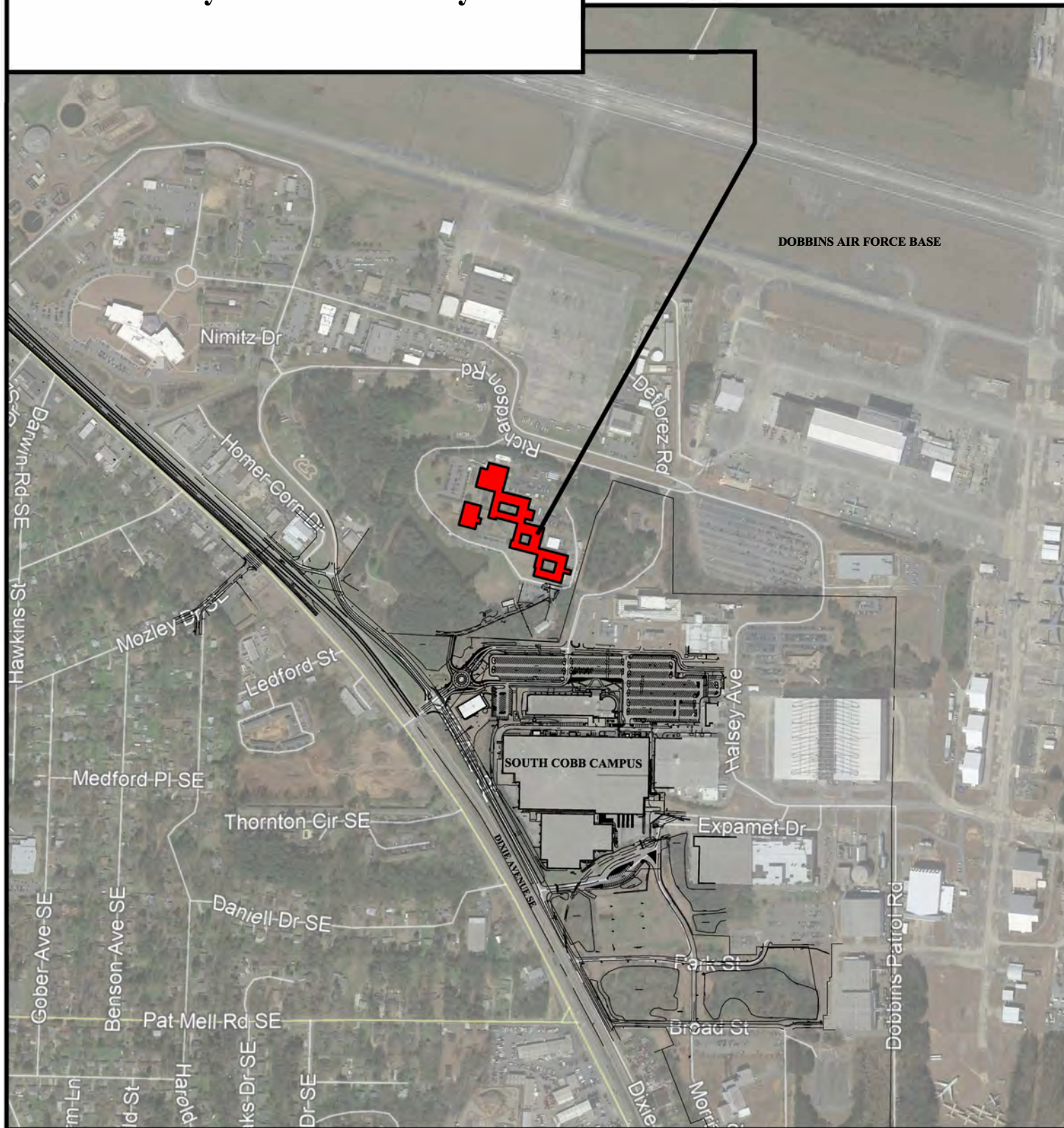
Understandings: The Cobb County Research Facility (“CCRF”) is owned by The University Financing Foundation (TUFF) and leased for GTRI’s use. A significant and increasing portion of GTRI’s work in the facility is classified as Special Access Program (“SAP”) or Sensitive Compartmented Information (“SCI”). In order to meet stringent U.S. Government security requirements, SAP- and SCI-level research must be conducted in specialized, secure facilities built to guard against electronic surveillance and data leaks.

Constructed over ten years ago, the current SAP Facility at the CCRF has no space available for new programs. Accordingly, this project would involve the renovation of GTRI’s interior space to expand the available SAP work area by approximately 5,792 square feet. The project scope includes the installation of dedicated and contained telephone, power, security, and data systems. Ceiling, floor and wall assemblies that meet Department of Defense physical and electronic security standards would also be added. The useful life of these improvements will be fully realized by GTRI in support of their research activities in the CCRF.

The estimated construction cost for this project is \$1,988,000. If authorized by the Board, GIT will proceed with design and construction of the project in accordance with Board of Regents procedures.

Cobb County Research Facility

Georgia Institute of Technology Campus Map February 2019



5. Authorization of Budget Modification and Demolition of Building, Project No. J-320, Kell Hall Demolition and Infrastructure, Georgia State University

Recommended: That the Board modify the budget of Project No. J-320 Kell Hall Demolition & Infrastructure, Georgia State University (“GSU”) to increase the total project budget from \$5,000,000 to \$9,950,000; and

Recommended further: That the Board declare Kell Hall and the adjacent raised plaza located at 24 Peachtree Center Avenue on the GSU campus (the “Improvements”) to be no longer advantageously useful to GSU or other units of the University System of Georgia and authorize demolition and removal of the improvements; and

Recommended further: That the Board request the Governor issue an Executive Order authorizing the demolition and removal of the Improvements from the GSU campus.

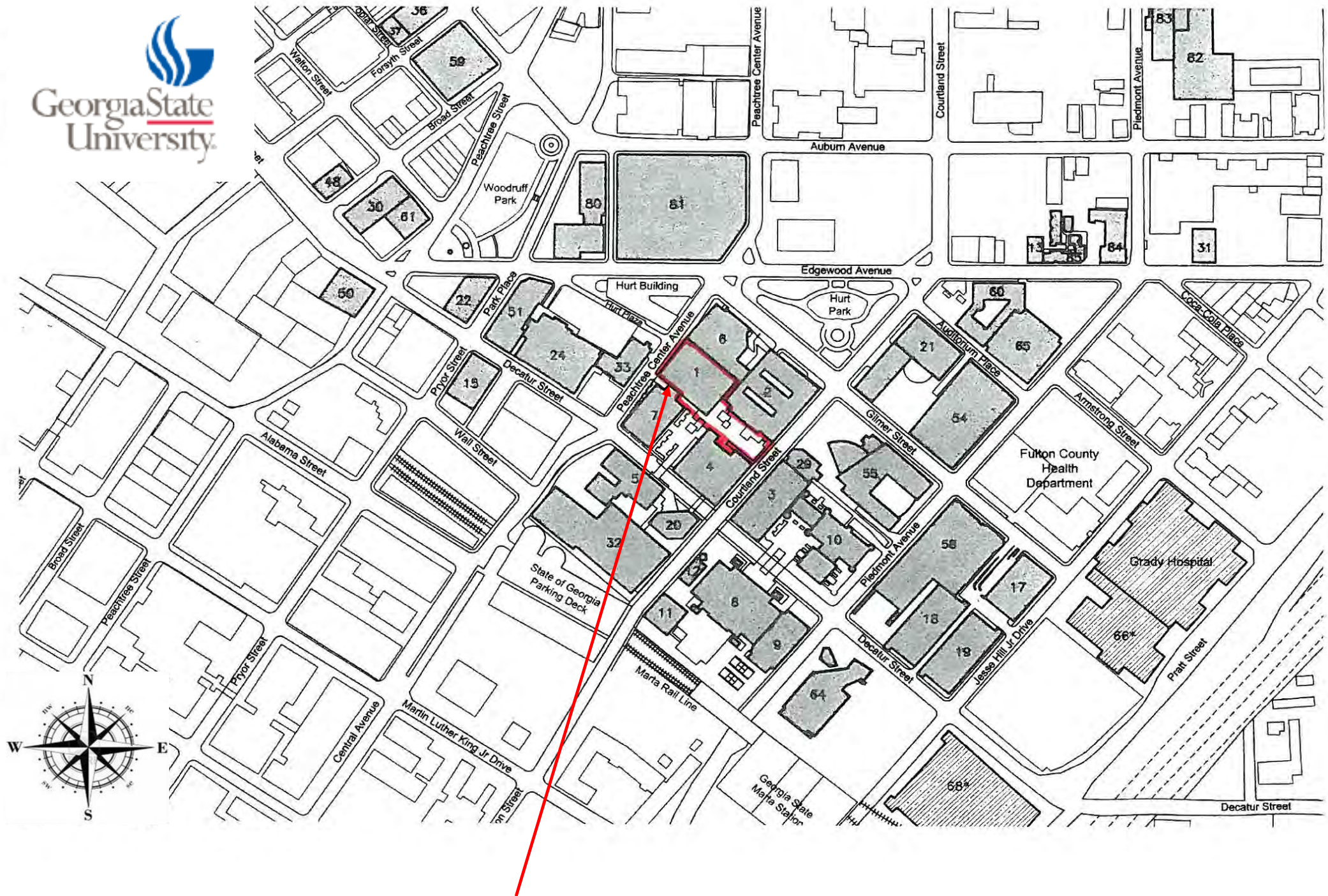
Understandings: The Kell Hall Demolition & Infrastructure project (the “Project”) was approved as part of the Fiscal Year (“FY”) 2018 capital outlay request. The Project would create a portion of a greenway at the academic core of the campus, in accordance with the 2012 Campus Master Plan. The Project was within GSU’s delegated authority and included the demolition of the existing Kell Hall building and portions of the adjacent raised plaza, relocation of underground utility lines, and minimal additional improvements to the existing grade and surrounding areas. Further construction of the greenway and sidewalks and stairs to create grade-level pedestrian connectivity between the surrounding buildings and streets were to be completed as separate smaller projects.

In response to bids that were higher than anticipated for the infrastructure relocation, GSU staff reviewed the total scope of the Project and determined that it could not be completed within budget. Subsequently, USG Facilities staff worked with GSU to develop a revised Project scope and budget, with the majority of the work to be done as a single project. Bids have been received for the demolition of the Kell Building and plaza and subsequent rework of the Project area. Accordingly, the recommended final project budget has been set at \$9,950,000, with a Stated Cost Limitation of \$7,800,000.

The Georgia Historic Preservation Division has reviewed this proposed Project and has recommended mitigation measures, which GSU would accomplish as part of the Project.

Funding of this cost increase of \$4,950,000 will be from institutional funds.

	<u>FY18 Request</u>	<u>Now</u>
Total Project Cost:	\$5,000,000	\$9,950,000
Construction Cost (Stated Cost Limitation):	\$3,500,000	\$7,800,000



Kell Hall Demolition and Infrastructure

6. **Authorization of Budget Modification, Project No. J-330, College of Business Building, University of West Georgia**

Recommended: That the Board modify the budget of Project No. J-330, “College of Business Building,” University of West Georgia (“UWG”), to increase the total project budget from \$23,500,000 to \$24,650,000.

Understandings: Approved by the Board in August 2017 as part of the Fiscal Year 2019 capital outlay request, the new building for the UWG Richards College of Business is scheduled to be constructed on the site currently occupied by the vacant Watson Residence Hall. The building will be designed to serve the current and projected needs of the business program, with elements including traditional and flexible classrooms, innovation/learning labs, and state-of-the-art technology to improve student experiences and learning outcomes. Consolidated administrative and faculty offices will facilitate increased collaboration and program growth, while conference-style space will encourage better engagement with business and community partners.

The project is currently in the conceptual design phase and a timely opportunity has arisen to enhance this project through a contribution of \$1,150,000 from generous UWG supporters. These additional funds would be used to enlarge the professional suite and add more collaborative spaces for students, student organizations, graduates and veterans.

Funding for the budget increase would be from philanthropic/private donations.

	<u>August 2017</u>	<u>Now</u>
Total Project Cost:	\$23,500,000	\$24,650,000
Construction Cost (Stated Cost Limitation):	\$17,650,000	\$18,600,000



7. Approval of Ground Lease, Project No. PPV-91-1801 Student Housing, Macon Campus, Middle Georgia State University

Recommended: That the Board declare approximately 0.842 acres of real property (the “Property”) on the Macon campus of Middle Georgia State University (“MGSU”) to be no longer advantageously useful to MGSU or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to USG Real Estate Foundation IX, LLC or an affiliated special purpose entity created for this transaction (“USG REF IX, LLC”) for the construction of a new public-private venture student housing facility and related amenities totaling approximately 74,000 square feet (the “Project”).

Recommended further: That the Board authorize the execution of a ground lease (the “Ground Lease”) of the Property and the grant of any necessary access and use easements between the Board of Regents, as Lessor and Grantor, and USG Real Estate Foundation IX, LLC, as Lessee and Grantee, for a construction term not to exceed fourteen (14) months, and a primary term not to exceed thirty (30) years from the date the certificate of occupancy is obtained for the Project, along with an option to renew the Ground Lease for up to an additional five (5) years should there be debt outstanding at the end of the primary term.

Understandings: In October 2018, the Board authorized Project No. PPV-91-1801 to construct the new student housing facility utilizing lease revenue bond financing and other fund sources for the total project cost of approximately \$19,000,000. Constructed on an undeveloped portion of the Macon campus of MGSU, this new student housing facility would be located northeast of the existing Recreation & Wellness Center. In addition to providing approximately 310 new beds for underclassmen, the facility would include spaces to accommodate residence life activities.

The Project is consistent with MGSU’s Macon Campus Master Plan. USG REF IX, LLC will contract for and facilitate the planning, design and construction of the Project. USG REF IX, LLC anticipates securing financing in April, with Project construction to start immediately thereafter and completion expected by June 2020.

At the end of the term of the ground lease and/or upon termination of financial obligations, the Project (or portions thereof) and all associated real property, all improvements and any accumulated capital reserves will revert to the Board for the continued benefit of MGSU.



**Middle Georgia
State University**

100 University Parkway
Macon, Georgia 31206
(478) 471-2700 www.mga.edu

Student Housing



8. Approval of Ground Lease and Rental Agreement, Project No. PPV-30-1801, Campus Center (Student Center Expansion/Renovation), Georgia Institute of Technology

Recommended: That the Board declare approximately 10 acres of real property (the “Property”) on the Georgia Institute of Technology (“GIT”) campus to be no longer advantageously useful to GIT or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to Georgia Tech Facilities, Inc. or an affiliated special purpose entity created for this transaction (“GTFI”) for the renovation and expansion of a student center complex that will total approximately 275,000 square feet (“SF”) (the “Project”). The first phase of the Project (“Phase One”) will include construction of a 58,349 SF Exhibition Hall, a 14,564 SF Pavilion and a 5,975 SF Cafe. The Project’s second phase (“Phase Two”) will involve the expansion and renovation of the existing Wenn Building.

Recommended further: That the Board authorize the execution of a ground lease (the “Ground Lease”) of the Property and the grant of any necessary access and use easements, between the Board of Regents, as Lessor and Grantor, and GTFI, as Lessee and Grantee, for a construction term not to exceed fifteen and a half (15.5) months for Phase One and twenty-four (24) months for Phase Two, followed by a primary lease term not to exceed thirty-two (32) years from the date GTFI obtains the last certificate of occupancy for Phase One of the Project, along with an option to renew the Ground Lease for up to an additional five (5) years should there be debt outstanding at the end of the primary term.

Recommended further: That the Board authorize the execution of a rental agreement between GTFI, as Landlord, and the Board of Regents, as Tenant, for the initial term commencing on the first day of the month after GTFI obtains the last certificate of occupancy for Phase One and ending the following June 30 at a base rent not to exceed \$8,000,000 per year, along with an option to renew annually for up to thirty-one (31) consecutive, one-year periods.

Understandings: In May 2018, the Board authorized Project No. PPV-30-1801 to renovate and expand a student center complex utilizing lease revenue bond financing and other fund sources for the total project cost of approximately \$110,000,000. The Construction Bond Fund will total \$96,500,000 and GIT will provide a \$13,500,000 cash contribution utilizing auxiliary dining funds (\$7,000,000) and educational general funds (\$6,500,000). GTFI anticipates securing financing in April 2019, with construction of the Project to start immediately thereafter. The entire Project is expected to be complete by August 2022.

At the end of the term of the ground lease and/or upon termination of financial obligations, the Project (or portions thereof) and all associated real property, all improvements and any accumulated capital reserves will revert to the Board for the continued benefit of GIT.

Campus Center (Student Center Expansion/Renovation)

Georgia Institute of Technology Campus Map, February 2019

