Meeting Minutes: Committee on Academic Affairs

March 7, 2002
Board of Regents System Office
Atlanta, Georgia

MINUTES

I. **Welcome, Introduction of Members and Visitors**

The Administrative Committee on Academic Affairs (ACAA) held its spring meeting on March 3, 2002 at the Board of Regents System Office in Atlanta. Dr. Bettie Rose Horne, presiding chairperson, provided welcoming remarks. Dr. Bill Bompart, Vice President at Augusta State University, was lauded for his years of service and accomplishments in the University System. Dr. Frank Butler, Vice Chancellor for Academics, Fiscal, and Student Affairs, awarded Dr. Bompart with a Certificate of Merit and laudatory remarks concerning his service to Augusta State University. In addition, Mr. Brian Rugg, son of VPAA Dr. Edwin Rugg, was acknowledged for his award as National Cooperative (Co-op) Student of the Year by Dr. Dan Papp, Senior Vice Chancellor for Academics and Fiscal Affairs. The minutes of the October 16, 2001 meeting were approved as distributed.

II. **Items for Discussion/Input**

A. **University System Strategic Plan**

Dr. Dan Papp opened the discussion by describing the outcome of the Board's meeting at the Jolly Lodge in which strategic plan themes were discussed. Dr. Papp explained that the Board had developed the strategic plan through goal#11 involving the maximization of cooperation with other state agencies. Over the course of the next few months, the Board will focus on the following objectives:

Goal 1: Enhancing Learning Outcomes (Objectives: Graduates who are intellectually and ethically informed; graduates with defined skills & knowledge; graduates who are capable of leadership; graduates who are capable of creative endeavors; and graduates who are contributing citizens in an increasingly interconnected world).

Goal 3: Ensuring Quality Curriculum (Objectives: Improve continuously the curriculum; improve continuously the quality of research activities; and improve continuously the quality of international opportunities)

Goal 9: Assessing Seamlessness (Objectives: Seamlessness with K-12; Seamlessness with DTAE; and Seamlessness with independents)

Goal 11: "The University System of Georgia will ensure access to academic excellence and

educational opportunities for all Georgians by maximizing cooperation with other state agencies, boards, the Office of the Governor, and the General Assembly, while maintaining the constitutional authority of the Board of Regents.

Dr. Papp explained that the full set of recommendations would be sent electronically. Dr. Papp further requested that the VPAAs focus on the following areas when reviewing the strategic plan: 1) sabbaticals in addition to leave policies; 2) a lift of the 120 semester-credit-hour cap on certain majors; and 3) assessments of student enrollment in terms of credit hour generation. These and other items will be presented to the Board as simply, options for further exploration. Dr. Papp reminded the group that the Board had already reviewed recommendations concerning Goal #2: Expanding Access and Goal #4: Increasing Recruitment and Retention. Dr. Papp announced that by either May or June, the Board would have a finalized strategic plan. Afterwards, all institutions would be asked to review their mission statements. The Chancellor would review institutional mission statements followed by additional principals.

B. **Status of the FY 2003 Budget**
Dr. Papp announced that the FY 2003 budget would require that the University System operate at 5% less than 2002 base budget funds. MRR funds would be reduced between 38% and 40%. Dr. Papp emphasized that the University System would operate under the understanding that personnel layoffs could not be used to decrease the shortfall in the budget. Dr. Papp further indicated that discussions were underway concerning the retirement percentages for personnel reinstatements in terms of salary caps.

C. **Process for and Implications of the Report Card from the Office of Educational Accountability**
Dr. Papp discussed the fact that several indicators were reported to the Board of Regents through the Committee on Education, Research, and Extension. The state data research mission requires that the University System implement a system of data reporting, retrievability, and consolidation in order to meet assessment requirements. Dr. Cathie Mayes Hudson, Associate Vice Chancellor for Strategic Research & Analysis, announced that in compliance with the deadlines for the first report card, the System Office would attempt to report data to OEA by summer 2002 or late November 2002 dependent upon the SIRS data available. Dr. Hudson explained that OEA is attempting to derive parallel indicators by requesting, among other items, licensure pass rates through such examinations as NCLEX, PRAXIS, and other professional indicators. Attempts are being made to replicate PSC data in SIRS. Negotiations and discussions are underway with the Georgia Board of Nursing to gain access to NCLEX data. Drs. Hudson and Papp indicated that the following decision points required further discussion and input from the VPAAs:

1. Do we include graduate rates for every type of degree and certificate awarded in the System?
2. How do we calculate the number of degrees awarded when some of the programs are transfer degrees? Do national comparisons exist?
3. To what other peer institutions will we compare graduation rates?
4. Will the System Office use national definitions?

5. What reporting guidelines will be issued for learning support students?

D. **Mathematics Regents' Test**

Dr. Kathleen Burk, Assistant Vice Chancellor for Academic Affairs and Director of Regents' Testing, announced that an advisory committee would be formed to develop the Mathematics Regents' Test. The test would be designed to measure the quantitative achievement of students and to determine how to equip USG students with a quantitative threshold of knowledge. The test will be developed for use in an electronic environment. Dr. Burk explained that under the auspices of Dr. Kris Biesinger, Assistant Vice Chancellor for Advanced Learning Technologies, and the Advanced Learning Technology group, faculty members involved in writing test questions for the exam could benefit from hi-tech templates and teach the material in a positive manner. Dr. Burk requested that each VPAA forward the names of faculty members from a broad array of disciplines that are interested in participating on this committee. The next committee meeting has been scheduled for March 21. Dr. Burk explained that in 2003 the Mathematics Regents' Test would be field-tested and later, upon collection of data, implemented for students entering the University System by summer 2003. Dr. Burk assured the VPAAs that the test would be subject to a broad review given its impact on the core curriculum.

E. **Mathematics Initiative**

Dr. Frank Butler stated that at a recent meeting of the Education Coordinating Council, the University System Mathematics Initiative was presented by Chancellor Meredith and endorsed by Governor Barnes. The Mathematics Initiative is a University System sponsored project that will comprehensively review mathematics in our colleges and universities, including how it is defined, the expectations of certain degree programs that use it as a prerequisite, expectations derived from taking certain courses, and outcomes associated with the conferral of degrees for mathematics and science teachers and professors. Funding support for the project has been applied for through National Science Foundation grants. Dr. Butler explained, "Under the collaboration of P-16 councils, K-12 institutions, and the University System, efforts will be made to align each system to promote mathematics at all levels."

F. **Report from Chancellor Meredith**

Dr. Dan Papp introduced Chancellor Thomas Meredith to the VPAAs and provided a brief biosketch highlighting Dr. Meredith's former service as Chancellor of the University of Alabama System, president and professor of education at Western Kentucky University, and vice chancellor for executive affairs at the University of Mississippi. Chancellor Meredith opened his remarks by stating, "we have been on the job eight weeks and five days and for the first time since 1954 we do not have a revenue stream for state agencies." Chancellor Meredith indicated that this is an opportunity for leadership and the challenge is to do positive things during lean times. Chancellor Meredith briefed the VPAAs on the outcome of the legislative session. "Although our revenues have decreased, we are in better shape when compared to North Carolina, Virginia, and Tennessee. . . . We will still be able to provide pay raises. . Funding cuts are projected for MRR expenditures . . . Although we will

experience a budget shortfall, we still provide a 4:1 return on investment for the State," explained Chancellor Meredith. Chancellor Meredith further noted, "When state budget shortfalls occur, many states resort to higher education budgets. This is a false economic outlook. There must be a more equitable distribution of decreases in state agency allowances," he explained. In order to be treated as equal partners, Chancellor Meredith implored the VPAAS to spend more time with local legislators and challenged the institutions to "pull together." Chancellor Meredith further explained that the picture looks great, but that certain areas of improvement need to be addressed including NCLEX scores, PRAXIS scores, inter-institutional partnerships, and partnerships with other state agencies. Chancellor Meredith indicated that the presidents had been solicited for their comments and thoughts concerning priorities that required immediate attention and long-term planning.

III. **Information Items**

A. **Status of Comprehensive Program Review**

Dr. Butler announced that a draft concerning the comprehensive program review process was outlined to collapse programmatic information in a condensed format. Special attention would be given to triggered programs. Members of the Regents Academic Committee on Institutional Effectiveness (RACIE) have provided advisory support on the electronic format, details and process associated with Comprehensive Program Review. Dr. Butler reported that a pilot would be available for institutional participation by spring. Dr. Butler also indicated that comprehensive program reviews will focus on numerical productivity, but that quality and viability would be equally relevant and assessed. It was indicated that the System Office and RACIE would review the requirements for two-year college reports through comprehensive program review. In addition, Dr. Butler distributed revised copies of the Letter of Intent process concerning new program proposals.

- **Guidelines for Reporting on Comprehensive Academic Program Review** (Attachment A)
- **Letter of Intent** (Attachment B)

B. **Active Duty Military Admissions**

Dr. Butler announced that a committee had been formed to review and determine how the University System could admit military personnel as traditional students. Dr. Butler explained, that the University System was engaging in this process in order to be at the forefront of providing educational access opportunities to military personnel. Dr. Butler requested that suggestions for pilot admissions regarding military access be sent to Dr. John Wolfe, Associate Vice Chancellor for Faculty Affairs. In the meantime, an interim report would be sent to area base commanders. It is projected that the pilot will begin Fall 2002.

C. **Policy Manual Changes**

Dr. Papp reminded the VPAAs that last fall a panel eliminated the requirements associated with Memorandum I appointments. In addition, Board approval for institutes and centers was reduced to an annual reporting requirement at the beginning of each fiscal year. Dr. Papp announced that during

the January 2002 Board meeting, the mini-core was established. The mini-core allows for the transfer of specific core curriculum courses in English and mathematics between the USG and DTAE.
[Policy Manual, section 303.05]

D. **G.L.O.B.E. and Advanced Learning Technologies (ALT)**
Dr. Papp announced that efforts were underway to bring the operations of GLOBE and ALT closer together. Both entities will soon be relocated to the Gwinnett University Center. Dr. Kris Biesinger announced that at least 1.9% of all courses are offered via distance learning. The interest in such courses is growing due to the influence of GSAMS and the Internet. According to Dr. Biesinger, interest in distance education has increased 50%, but GSAMS participation has decreased by 25%. Dr. Biesinger indicated that threshold minimums and maximums would be established upon completion of the SACS Substantive Change Review. The University System was the first multi-sector higher education entity to participate in SACS Substantive Change Review for distance education. Dr. Biesinger further explained that ALT could be used to expand access to technology and develop scalable and sustainable solutions for instruction. During April 1 -2, the annual TLAT conference will be held to address such solutions and new technologies.

- **eCore™ Student Profile** (Attachment C)

E. **Changes in eCore™ & WebCT™**
Dr. Biesinger stated, "The company that currently hosts Georgia G.L.O.B.E. closed its business and terminated its host agreement with the University System. Therefore, the University System will be looking for a web service provider to enable student access and use of eCore™ and WebCT™ during summer session. The VPAAs were advised to contact Dr. Biesinger if their institution was interested in becoming an affiliate of Georgia G.L.O.B.E. Affiliations have been developed for the following institutions: Clayton College & State University, Floyd College, State University of West Georgia, Columbus State University, and Valdosta State University. Dr. Biesinger informed the VPAAs that a system site license was under negotiation for WebCT™. Currently, thirteen institutions are hosted entirely by the system web server; seven institutions have been certified to host their own server (especially in cases of disaster recovery); and fourteen institutions run courses on their own WebCT™ server but are not certified. The new product will be beta-tested to determine if it can run on oracle. The System expense with regard to the cost for this product is projected to increase by $350,000. It was suggested that VPAAs determine whether they would retain their current software package or elect to move their applications to a VISTA product at no additional cost. VISTA could further alleviate costs by providing, at a minimum, 24 months of continuous coverage and additional product warranties.

F. **OIIT Strategic Plan**
Mr. Randall Thursby, Vice Chancellor - Information & Technology/CIO, announced that a core-team and sub-groups had been formed to further develop the information & instructional technology strategic planning project. As of the February Board meeting, a report and recommendations had

been delivered to the Board of Regents Information and Instructional Technology Committee. The plan has been modified and it will be presented for Board approval at the March meeting to be held later this month. Upon ratification by the Board, the strategic planning committee will meet to further define the objectives and tasks that will operationalize the strategic plan.

- **IIT Strategic Planning Project** (Attachment D)

G. **Senior Vice Chancellor Report and Announcements**
Dr. Dan Papp explained that the System was engaged in inter-institutional cooperation through external degree offerings of 4-4-2 programs. Ms. Margaret Taylor will be distributing a letter to the institutions in order to develop a comprehensive list of all external degree programs offered within the System. This information is required in order to know where access points are available for Georgia's students.

Dr. Papp reported that HB 1231 was currently under discussion in committee. If the bill were approved, it would require faculty members to report student studying at USG institutions on a visa who does not appear in class in two weeks. The student would then be reported to the U.S. Immigration and Naturalization Service (INS).

Ms. Tonya Lam reported that 24 institutions had volunteered to participate in the Curriculum Advising and Program Planning (CAPP) application. According to Ms. Lam, "CAPP is an application within Banner2000 that provides institutions with a comprehensive tool that offers flexible student tracking toward a degree, certificate, or diploma. The application enables faculty, students and administrators to track a student's progress through course requirements in the attainment of a degree." At least 15 of the aforementioned institutions will participate in a pilot test of the program by summer 2002. Upon successful implementation at Georgia College & State University, a prototype will be developed for each system institution without modifying baseline Banner2000 programs.

IV. **Discipline Committee Reports**
Dr. Kathleen Burk, Asst. Vice Chancellor and Director of Regents' Testing informed the VPAAs of the Academic Committee recommendations on behalf of Dr. Dorothy Zinsmeister, Senior Associate. The following is a synopsis of the recommendations:

A. **Academic Committee on Computer Science and Systems Analysis**
Recommendation: In order to reflect a change in program focus, the committee recommends that its name be changed from the Academic Advisory Committee on Computer Science and Systems Analysis to the Academic Advisory Committee on Computing Disciplines.
The motion was adopted as recommended.

- **Committee Recommendation** (Attachment E)

B. **Academic Committee on Chemistry, Physics and Astronomy**

Recommendation: The following resolution was passed unanimously by all members present at a joint meeting of the Regents' Academic Advisory Committee on Chemistry and the Regents' Academic Advisory Committee on Physics and Astronomy:

In accordance with the guidelines established by the American Chemical Society and the American Association of Physics Teachers, the Regents' Academic Advisory Committee on Chemistry and the Regents' Academic Advisory Committee on Physics and Astronomy strongly recommend that chemistry faculty course-load and physics faculty course-load be measured in contact hours for the purpose of workload assignment.

The main motion was rejected and a subsidiary motion to refer the recommendation back to the committee was adopted with the understanding that the resolution was an institutional matter.

- **Committee Recommendation** (Attachment F)

C. **Academic Committee on Education Preparation**
Recommendation #1: DTAE courses that are designed to meet the five learning outcomes of the USG area F for early childhood education are acceptable for transfer to USG institutions from those students who have completed the AAT degree in Early Childhood Care Education at a DTAE/COC accredited institution.

Area F Courses	
DTAE	**USG**
ECE 101	Foundations of Education
ECE 103 and 203	Human Growth and Development
ECE 201	Exceptional Children

This DTAE-to-USG articulation/transfer agreement does not prohibit the transfer of additional course work on an institution-by-institution basis.**

Recommendation #2: Implementation of the DTAE-to-USG course articulation agreement in Early Childhood Education will coincide with the implementation of the "Mini-Core" in January 2002.

**Students who have been awarded the AAT degree in Early Childhood Care Education have completed 110 quarter hours of course work, have approximately 500 hours of field experiences, have completed the equivalent of English 1101 and 1102, Math 1101, 1111, or 1113, have taken courses in speech, psychology and sociology, and have completed 16 education courses.

The motion was removed from the table in order to refer the recommendations back to the committee

for clarification on the following topical areas: college parallels, prerequisites, impact on two-year colleges, GPECC action, and to compare the contents, names and nomenclature of courses.

- **Committee Recommendation** (Attachment G)
- **FAQ** (Attachment H)

D. **Academic Committee on English** (2 Items)

Recommendation #1: That the Regents' Test reports separate completion rates of students who did not successfully complete English 1101 at the testing institution.

The motion was approved to refer this item to the Office of Strategic Research and Analysis for implementation.

- **Committee Recommendation** (Attachment I)

Recommendation #2: That standardized test scores that predict successful completion of the Regents' Reading Test within 95% probability be accepted for completion of the Regents' Reading Test.

The motion was approved to refer this item to the Regents' Testing Program Office for implementation.

- **Committee Recommendation** (Attachment J)

E. **Academic Committee on International Education** (4 items)

Recommendation #1: That the Administrative Committee on Academic Affairs accept the System Council on International Education's endorsement of NAFSA'S Principles for International Student and Scholar Services as guidelines for use in its 34 institutions.

The motion was approved as recommended.

- **Committee Recommendation** (Attachment K)

Recommendation #2: That the Administrative Committee on Academic Affairs accept the System Council on International Education's endorsement of the Standards and Guidelines of the Council for Advancement of Standards in Higher Education that pertain specifically to International Student Programs and Services as guidelines for use in its 34 institutions.

The motion was approved as recommended.

- **Committee Recommendation** (Attachment L)

Recommendation #3: That the Administrative Committee on Academic Affairs accept the System Council on International Education's encouragement of each institution in the University System of Georgia to have at least one person who is designated as responsible for the coordination of services for international students and scholars. Furthermore, it is essential that the designated person receive the appropriate training, be assigned an adequate budget, and have the necessary knowledge regarding INS regulations, admissions processes, tax requirements, etc.

The motion was denied with a recommendation that the item be changed as a "reminder" to System institutions.

- **Committee Recommendation** (Attachment M)

Recommendation #4: That the Administrative Committee on Academic Affairs accept the System Council on International Education's encouragement of each institution in the University System of Georgia to require international students to have adequate health insurance.

- **Committee Recommendation** (Attachment N)

The motion was approved as recommended.

- **NAFSA's Principles for International Student & Scholar Services** (Attachment O)
- **CAS Standards & Guidelines** (Attachment P)
- **SEVIS: Student & Exchange Visitors Information System** (Attachment Q)
- **Study Abroad Participation** (Attachment Q)

V. **Summer Conference and Other Announcements**

Dr. Bettie Rose Horne announced that the summer meeting of the Chief Academic Officers would be held at Sea Palms Resort during mid-June. Additional details are forthcoming concerning conference dates and registration information. The theme of the meeting will focus on student retention.

VI. **Adjournment**

The meeting was adjourned at 3:30 p.m.

Respectfully Submitted,
Marci M. Middleton, MBA, MS
Director, Academic Program Coordination
USG

© **Board of Regents of the University System of Georgia**

270 Washington Street, S.W., Atlanta, GA 30334

U.S.A.

University System of Georgia
Guidelines for Reporting on Comprehensive Academic Program Review

Scheduled Reviews of Programs

Use the *Short Form,* and complete for each program undergoing review.

Triggered Reviews of Programs

Use the *Long Form.* The findings/recommendations should not exceed three pages, and guidelines for that section are attached. Focus the findings on productivity and quality of the program, and focus the recommendations on the decisions made on viability of the program.

> This information would be entered on the web, on a closed site. A data base of program review information would result.

USG Comprehensive Program Review Report
Scheduled Review
<u>Short Form</u>
(Use for non-triggered programs)

Program Information: Degree and Major

Institution: _____

Degree/Major: _____
            (Provide enough information so that we can uniquely identify the program).

College/School: _____

Department: _____

Accreditation Information

Accreditations Required: _____

Accreditations Obtained: _____

Was this review part of an accreditation review? _____

Faculty
Number of full-time faculty teaching in this program in FY02   ____
EFT of full-time faculty teaching in this program in FY02   ____
Number of part-time faculty teaching in this program in FY02   ____
EFT of part-time faculty teaching in this program in FY02   ____

Program Review Information
Were other programs reviewed as part of <u>this</u> program review? Describe.
_____

(If so, provide the name of the other programs so that we may connect these reviews.
For example, if the BA and the BS with majors in Political Science are reviewed at the same time, provide that information.)

Were external reviewers used to evaluate the results of the program's self-study? _____
Date of This Program Review: _____
Date of Next Program Review: _____

Major Findings and Recommendations for Improvement
(No more than one page using 12 point font).

Technical Note: Allow for text to be entered using cut & paste. Limit space to one page entry.

For more information on this program review, contact:
Name: _____
Phone _____ e-mail_____

Guidelines for *Short Form*
(Use for non triggered programs)
Major Findings and Recommendations

Major findings should focus on relevant factors from the *Comprehensive Program Review Guidelines* in the Academic Affairs Handbook related to quality, productivity and viability. Summarize the quality, productivity and viability of this program. Recommendations should focus on whether a program should be continued as is, continued and improved, or eliminated.

Comprehensive Program Review Report
Triggered Review
Long Form
(Use for triggered programs)

Program Information: Degree and Major

Institution: _____

Degree/Major: _____
        (Provide enough information so that we can uniquely identify the program).

College/School: _____

Department: _____

Accreditation Information

Accreditations Required: _____

Accreditations Obtained: _____

Was this review part of an accreditation review? _____

Faculty
Number of full-time faculty teaching in this program in FY02   ____
EFT of full-time faculty teaching in this program in FY02   ____
Number of part-time faculty teaching in this program in FY02   ____
EFT of part-time faculty teaching in this program in FY02   ____

Program Review Information

Why was this program reviewed early? Describe all that apply

      Low enrollment   _____

      Few graduates   _____

      Low pass rates on licensure exams   _____

      Other (specify)   _____

Were other programs reviewed as part of <u>this</u> program review? Describe.

_____

(If so, provide the name of the other programs so that we may connect these reviews. For example, if the BA and the BS with majors in Political Science are reviewed at the same time, provide that information.)

Were external reviewers used to evaluate the results of the program's self-study? _____

Date of This Program Review: _____

Date of Next Program Review: _____

Major Findings and Recommendations

See Guidelines for *Long Form*. Limit is three pages using 12-point font.

For more information on this program review, contact:

Name: _____

Phone _____   e-mail _____

<div align="center">

Guidelines for *Long Form*
<u>**Use for triggered programs**</u>
Major Findings and Recommendations

</div>

I. Quality

Major findings should focus on relevant factors from the *Comprehensive Program Review Guidelines* in the Academic Affairs Handbook [<u>resources</u>, such as faculty qualifications, faculty/student ratio, or the budget; <u>program, learning, and service outcomes</u>, such as the success of graduates, faculty scholarly productivity, or the assessment of student learning outcomes; and <u>processes</u>, such as review of the curriculum]. What is the quality of this program? Why?

II. Productivity

Major findings should focus on productivity factors (enrollment and graduates). If the program is continued, what will be done to enhance productivity?

III. Viability

Recommendations on whether the program should be continued as is, continued and improved (enhanced, expanded, curtailed, or consolidated) or eliminated, addressing major questions:

A. <u>Continue and strengthen the program</u>

1. Should the program be continued as a separate degree program? If continuation is recommended provide sound and compelling reasons that reference:
   - Program centrality to the college or university's mission
   - Program history of student demand and productivity over the last ten years
   - Duplication of courses with other programs
   - Distinctiveness of the program

2. If the recommendation is to continue the program, how will it become more productive?
   - What actions will be taken to strengthen the program and make it more productive?
   - Should the program be consolidated or merged with other existing programs? Which ones and why?

B. <u>Discontinue the program</u>

1. Should the program be discontinued as a separate degree program? If discontinuation is recommended provide sound and compelling reasons that reference:
   - Program centrality to the college or university's mission
   - Impact on this or other departments or programs if the program under review is eliminated

2. If the recommendation is to discontinue the program:
   - What would be the timetable for discontinuation?
   - Would there be any savings of funds or resources? How would those funds be reallocated?

New Academic Programs

SUBJECT: New Academic Programs

SOURCE: Board Policy Manual 306.01

POLICY

New degree programs or new major programs of academic work shall not be added to curricula of an institution unless recommended by the president of the institution concerned, the Chancellor, and the Committee on Education, Research and Extension and approved by the Board. Ph.D. programs shall be limited to research universities. (BR Minutes, 1954-55, pp. 102-03; July, 1996, p. 17).

PREFACE

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

Although the Academic Affairs staff will endeavor to review any program proposal submitted by the institutional president or academic vice president that uses the formal proposal format described below, it is considered good practice for the president or the academic vice president to send a **Letter of Intent** which briefly addresses the issues indicated below.

If either the Academic Affairs staff or institutional officials wish to seek clarification a conference will be established for that purpose. Such a conference will not guarantee approval of the new program, but it will give the proposing institution and the Academic Affairs staff an opportunity to understand and address possible pitfalls and will help expedite the formal review. In any event, after receiving the **Letter of Intent**, the Academic Affairs staff will provide the campus with a timely response (normally within 30 days).

Once a formal proposal is submitted, the staff will provide the campus with regular feedback on the status of its review.

Letter of Intent

Institution_____Date_____

School/Division_____Department_____

Name of Proposed Program_____

Degree _____Major _____ CIP Code_____

Starting Date _____

Institutional Mission

1. Does this program further the mission of your institution?
2. Will the proposed program require a significant alteration of the institutional mission?
3. Will the program require the addition of a new organizational unit to the institution (e.g. college, school, division or department)?
4. Is it likely that a SACS visit for substantive change will be necessary?
5. How does the proposed program help meet the priorities/goals of your strategic plan?
6. Will this proposal require an addition or change in your institution's strategic plan?
7. Will the program require an increase in state appropriation within the next five years?
8. If this is a baccalaureate program, will you be asking for an exception to the 120 hour expectation or to the core curriculum?
7. Are there program delivery formats that will be new or different for your institution?

Need

Provide a brief justification for why the state needs graduates from this program and for why the University System needs this program. Give a brief justification for why your institution should offer the program.

If the program is applied or professional in nature, describe the kind of data you will use to support the need for the program.

Provide a brief description of whether and why students will enroll in the program. What kinds of data do you intend to use to show student demand for the program?

Students

Estimate the number of students who will graduate annually from the program in the steady state. What percentage will likely be from other existing programs? Which programs will the students come from?

Budget

1. Estimate the steady-state cost of the program (in current dollars) and indicate the percentages from reallocation, student fees, grants, and outside dollars.
2. Estimate start-up costs for the program and indicate possible fund sources.

Facilities

If additional facilities are needed, how they will be acquired.

Curriculum and Delivery

1. Are there special characteristics of the curriculum (as compared to similar programs).
2. Will the program require new or special student services?
3. Will the program be attractive to underserved populations?

Collaboration

It should be noted here that efficient use of state resources is an essential ingredient in new program approval. If there is any doubt about how you will address the questions below, a conference in recommended.

1. If there similar programs in your service area, how will the proposed program affect them?
2. Do you plan a collaborative arrangement with another institution or entity?

Other

Are there other elements of the proposed program that might give the staff greater insight into the overall value of this program to the University System strategic plan?

I.   **Formal Proposal (As Per Current Format)**

DRAFT   DRAFT   DRAFT   DRAFT   DRAFT   DRAFT   DRAFT

FAB 03.05.02

eCore Student Profile: Fall 2001

What do we know about eCore students?

- 95.3% of eCore™ students accessed their courses from home; 22% from a high speed internet connection.
- 72.1% accessed their courses in the early evening (7pm-11pm) and 38.4% on weekends.
- 83% chose eCore™ courses because they were convenient for their work schedules and family obligations.
- 2% chose eCore™ courses because they believed they would be easier than courses on-campus.
- 38% chose eCore™ courses because the course was not offered at a convenient time on-campus.
- 32.1% of eCore™ students eventually plan to earn a bachelor's degree; 36.9% a Master's degree; 11.9% a doctoral degree.
- 2.3% had never attended college before; 30.2% were returning to college after an absence.
- 22% lived in the Atlanta metropolitan area.
- 47.7% selected their affiliate because it was close to their home.
- 40.7% were already attending their affiliate institution; 12% were attending other USG institutions.
- 72.1% were taking courses on campus in addition to eCore™ courses.
- 18.6% plan to major in Business.
- 17% of eCore™ students identified with a racial/ethnic group other than white; 12% preferred not to answer.
- 51% were married.
- 62.8% were employed 40 or more hours.

Total Enrollment after Drop-Add, Fall 2000-Fall 2001

	Fall 2000	Spring 2001	Summer 2001	Fall 2001
English Composition I	11	26	23	23
English Composition II	8	22	29	29
Mathematical Modeling	6	10	10	12
College Algebra	8	26	18	21
American Government	10	51	29	56
US History I	15	32	40	47
General Psychology	NA	27	16	29
Intro to Philosophy	NA	20	18	31
American Literature II	NA	NA	16	19
Pre-Calculus	NA	NA	4	16
Integrated Science I	NA	NA	8	16
Electronic Technology	NA	NA	1	NA
Regents Essay	NA	NA	NA	3
Total Enrollment	*58*	*214*	*212*	*302*

New for Spring 2002: COMM 1100 (Human Communication)
New for Fall 2002: MATH 1501 (Calculus I), ENGL 2111 (World Literature I), GEOL 1011K (Introductory Geosciences I), PHYS 1211K (Principles of Physics I), HIST 1111 (World History I)
Commence Development Summer 2002: SOCI 1101 (Introduction to Sociology), MATH 1401 (Introduction to Statistics), CHEM Research for 1211/12K (Principles of Chemistry)

Academic Affairs Handbook, Section 4.16.01

Interpretation of Sick Leave Policy for Full Time Faculty

The following provisions for the reporting of sick leave shall apply to all full time faculty, employed by institutions of the University System of Georgia, who serve primarily in assignments defined by faculty roles in instruction, research and scholarly activity, and service.

(1) Faculty are responsible for informing their Chair of any illness that prohibits them from meeting their assigned responsibilities in instruction, research, and service.

(2) In reporting sick leave, academic year faculty will report leave based on the number of whole hours sick as defined by the BOR Policy 802.08, with a full day being eight (8) hours, a half day being four (4) hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a forty-hour workweek.

(3) Nothing in this policy shall be interpreted to indicate that faculty work on a standardized schedule.

DRAFT   DRAFT   DRAFT   DRAFT   DRAFT   DRAFT

**Information & Instructional Technology
Strategic Planning Project**
University System of Georgia

IIT Strategic Planning Project: Project Documentation

The following documents and links include project documentation that was created to help effectively manage this project.

Core Team Charter
Roles and Responsibilities
Core Team Members & Resources List
Project Timeline
Hide Research & Reference Documents and Project Documentation Downloads

Downloadable documents

Download Adobe Acrobat
[this free plug-in allows you to view PDF files]

Title	file name	file size	Description
Learning Without Limits USG IIT Strategic Plan	Learning_Without_Limits_4_1_02.pdf	1311 kb	Version approved by the BOR on April 17, 2002.

Home | Project Documentation | Additional Resources | Surveys

© 2001 Board of Regent of the University System of Georgia

Last modified: January 03, 2002.

RECOMMENDATION
FROM THE
UNIVERSITY SYSTEM OF GEORGIA ACADEMIC ADVISORY COMMITTEE

COMMITTEE ON: Computer Science and Systems Analysis

CHAIRPERSON: M. Dee Medley, Augusta State University,
dmedley@aug.edu 706-667-4481

DATE: February 1, 2002

RECOMMENDATION

In order to reflect a change in program focus, the committee recommends that its name be changed from the Academic Advisory Committee on Computer Science and Systems Analysis to the Academic Advisory Committee on Computing Disciplines.

RATIONALE

The committee recommends that four programs fall under the purview of this body: Computer Science, Information Systems/Computer Information Systems, Information Technology, and Software Engineering. ABET, the engineering accreditation board, has taken over from CSAB, the Computer Science Accreditation Board, and includes all of these subject areas under their purview. All of these programs are often taught in computer science departments, and often by the same faculty.

This committee should continue to include one official representative from each institution who will vote on all issues pertaining to the disciplines included in our purview.

ADDITIONAL INFORMATION

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEES

COMMITTEE ON: CHEMISTRY AND PHYSICS AND ASTRONOMY

CHAIRPERSON: CHRISTOPHER WOZNY, ALAN GABRIELLI   DATE: 1/31/02

RECOMMENDATION

The following resolution was passed unanimously by all members present at a joint meeting of the Regents' Academic Advisory Committee on Chemistry and the Regents' Academic Advisory Committee on Physics and Astronomy:

IN ACCORDANCE WITH THE GUIDELINES ESTABLISHED BY THE AMERICAN CHEMICAL SOCIETY AND THE AMERICAN ASSOCIATION OF PHYSICS TEACHERS, THE REGENTS' ACADEMIC ADVISORY COMMITTEE ON CHEMISTRY AND THE REGENTS' ACADEMIC ADVISORY COMMITTEE ON PHYSICS AND ASTRONOMY STRONGLY RECOMMEND THAT CHEMISTRY FACULTY COURSE-LOAD AND PHYSICS FACULTY COURSE-LOAD BE MEASURED IN CONTACT HOURS FOR THE PURPOSE OF WORKLOAD ASSIGNMENT.

RATIONALE

Because science labs at two- and four-year institutions are taught by faculty and not by teaching assistants, workload measured in credit hours often means that a science faculty member has an actual contact hour workload that is six to twelve hours per week greater than that of a colleague teaching in a non-science program. Since science faculty must meet the same expectations as other faculty (service, academic achievement, and professional growth and development), arbitrarily increasing the teaching workload ensures that at least one area of performance will have to be neglected. Therefore we ask your consideration of the above resolution.

ADDITIONAL INFORMATION

At most two- and four-institutions, faculty with laboratory teaching assignments are also responsible for lab prep, safety, cleanup, and maintainance.

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: ___EDUCATOR PREPARATION_____

CHAIRPERSON: ROBERT FREEMAN_____ **DATE:** ___12/7/01___

RECOMMENDATION

1. DTAE courses that are designed to meet the five learning outcomes of the USG Area F for early childhood education are acceptable for transfer to USG institutions from those students who have completed the AAT degree in Early Childhood Care Education at a DTAE/COC accredited institution.

Area F Courses

DTAE	USG
ECE 101	Foundations of Education
ECE 103 and 203	Human Growth and Development
ECE 201	Exceptional Children

This DTAE-to-USG articulation/transfer agreement does not prohibit the transfer of additional course work on an institution-by-institution basis.**

2. Implementation of the DTAE-to-USG course articulation agreement in Early Childhood Education will coincide with the implementation of the "Mini-Core" in January 2002.

**Students who have been awarded the AAT degree in Early Childhood Care Education have completed 110 quarter hours of course work, have approximately 500 hours of field experiences, have completed the equivalent of English 1101 and 1102, Math 1101,1111, or 1113, have taken courses in speech, psychology and sociology, and have completed 16 education courses.

RATIONALE

The rationale for this recommendation would allow the USG:

- To educate more early childhood education teachers for Georgia and
- To address the governor's challenge to provide a seamless education throughout the state's institutions of higher learning.

Course Transfer Agreement Between USG Early Childhood Education Programs and DTAE Early Childhood Care Education Programs

Frequently Asked Questions

Background
In January 2002, the University System of Georgia (USG) and the Department of Technical and Adult Education (DTAE) implemented an agreement that is designed to provide a career ladder for DTAE graduates who have completed an Associate of Applied Technology (AAT) degree in Early Childhood Care Education, and who now wish to pursue a baccalaureate degree in Early Childhood Education at a USG institution.

Why Do We Need an Articulation Agreement?
The rationale for this agreement would allow us to meet several challenges:
* to prepare more early childhood education teachers for Georgia and
* to address our governor's challenge to provide a seamless education throughout the state's institutions of higher learning.

Who is Eligible for Transfer Credit?
A student who has completed an AAT degree in Early Childhood Care Education from a Commission On Colleges (COC) accredited DTAE institution is guaranteed transfer of the four courses listed below. If a student has taken education courses toward the AAT degree but has not completed the degree, the institution is not obligated to accept the courses for transfer.

What Courses Will Transfer as a Result of the Agreement?
Courses that are designed to meet the five learning outcomes of the USG Area F for early childhood education are acceptable for transfer to USG institutions. Those DTAE courses are:

AREA F Courses

DTAE	USG
ECE 101	Foundations of Education
ECE 103 and 203	Human Growth and Development
ECE 201	Exceptional Children

Will Other DTAE Courses Also Transfer?
This DTAE-to-USG transfer agreement does not prohibit the transfer of additional DTAE course work on an institution-by-institution basis. Many USG institutions are accepting transfer credit for selected courses from selected DTAE technical colleges.

What Does This Agreement Guarantee?
This course transfer agreement guarantees that the four ECE courses listed above will transfer as nine semester hours of course work at a USG institution.
* The agreement does not guarantee admission into a USG institution. Students must apply for admission.
* Once admitted, this agreement does not guarantee admission into the Early Childhood Education Program at a USG institution. Students must meet the eligibility requirements and make application for entry into the program.

RECOMMENDATION
FROM THE
UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

$\mathcal{I}$

COMMITTEE ON: English

CHAIRPERSON: Larry Mobley   **Date:** March 1, 2002

Recommendation

That Regents' Test reports separate completion rates of students who did not successfully complete English 1101 at the testing institution.

Rationale

Institutions do not wish to be held responsible for Regents' Test success rates of students who do not receive credit for English 1101 at their institutions.

Additional Information

N/A

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

Committee On: English

Chairperson: Larry Mobley   **Date:** March 1, 2002

RECOMMENDATION

That standardized test scores that predict successful completion of the Regents' Reading Test within 95% probability be accepted for completion of the Regents' Reading Test.

RATIONALE

The Regents' Office has data on such standardized tests as SAT I, SAT II, and ACT that predict success on the RTP Reading Test. Exempting students with these scores from taking the Regents' Reading Test will be cost effective for institutions and will minimize students' time and effort in meeting the graduation requirement for passing the Regents' Test.

ADDITIONAL INFORMATION

N/A

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: ___ SYSTEM COUNCIL ON INTERNATIONAL EDUCATION ___

CHAIR OF SCIE INTERNATIONAL STUDENTS & SCHOLARS COMMITTEE: DWIGHT CALL

DATE OF ISS COMMITTEE ACTION: 19 OCTOBER 2001

DATE OF FULL SCIE ACTION: 8 FEBRUARY 2002

RECOMMENDATION #1:

That the Administrative Committee on Academic Affairs accept the System Council on International Education's endorsement of NAFSA's Principles for International Student and Scholar Services as guidelines for use in its 34 institutions.

RATIONALE

This recommendation is prompted by the events of 11 September 2001 and the increased responsibility of U.S. colleges and universities to provide enhanced management of their international students and scholars.

ADDITIONAL INFORMATION

The Principles can be read at
http://www.nafsa.org/content/InsideNAFSA/EthicsandStandards/PrinciplesScholarServices.htm
Copies will be available for review at the 7 March 2002 ACAA meeting.

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: SYSTEM COUNCIL ON INTERNATIONAL EDUCATION

CHAIR OF SCIE INTERNATIONAL STUDENTS & SCHOLARS COMMITTEE: DWIGHT CALL

DATE OF ISS COMMITTEE ACTION: 19 OCTOBER 2001

DATE OF FULL SCIE ACTION: 8 FEBRUARY 2002

RECOMMENDATION #2:

That the Administrative Committee on Academic Affairs accept the System Council on International Education's endorsement of the Standards and Guidelines of the Council for Advancement of Standards in Higher Education that pertain specifically to International Student Programs and Services as guidelines for use in its 34 institutions.

RATIONALE

This recommendation is prompted by the events of 11 September 2001 and the increased responsibility of U.S. colleges and universities to provide enhanced management of their international students and scholars.

ADDITIONAL INFORMATION

The Standards and Guidelines can be purchased at http://www.cas.edu', and the section on International Student Programs and Services will be available for review at the 7 March 2002 ACAA meeting.

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: ___SYSTEM COUNCIL ON INTERNATIONAL EDUCATION___

CHAIR OF SCIE INTERNATIONAL STUDENTS & SCHOLARS COMMITTEE: DWIGHT CALL

DATE OF ISS COMMITTEE ACTION: 19 OCTOBER 2001

DATE OF FULL SCIE ACTION: 8 FEBRUARY 2002

RECOMMENDATION #3:

That the Administrative Committee on Academic Affairs accept the System Council on International Education's encouragement of each institution in the University System of Georgia to have at least one person who is designated as responsible for the coordination of services for international students and scholars. Furthermore, it is essential that the designated person receive the appropriate training, be assigned an adequate budget, and have the necessary knowledge regarding INS regulations, admissions processes, tax requirements, etc.

RATIONALE

This recommendation is prompted by the events of 11 September 2001 and the increased responsibility of U.S. colleges and universities to provide enhanced management of their international students and scholars.

ADDITIONAL INFORMATION

A list of currently identified Designated School Officials (F visa programs) and Responsible Officers (J visa programs) will be distributed at the 7 March 2002 ACAA meeting.

RECOMMENDATION
FROM THE

UNIVERSITY SYSTEM OF GEORGIA ACADEMIC COMMITTEE

COMMITTEE ON: __SYSTEM COUNCIL ON INTERNATIONAL EDUCATION__

CHAIR OF SCIE INTERNATIONAL STUDENTS & SCHOLARS COMMITTEE: __DWIGHT CALL__

DATE OF ISS COMMITTEE ACTION: __19 OCTOBER 2001__

DATE OF FULL SCIE ACTION: __8 FEBRUARY 2002__

RECOMMENDATION #4:

That the Administrative Committee on Academic Affairs accept the System Council on International Education's encouragement of each institution in the University System of Georgia to require international students to have adequate health insurance.

RATIONALE

Federal F-1 regulations already imply this requirement by mandating that Designated School Officials must certify that international students can financially support themselves (and their dependents) while in the U.S.

ADDITIONAL INFORMATION

The BOR Office of International Education is currently exploring options for offering a health insurance plan that would be available to international students at all USG institutions.

NAFSA's Principles for International Student and Scholar Services

An institution that enrolls international students or invites international scholars should recognize that individuals from different cultures and educational systems have special needs for advice and assistance. These needs must be met by services that are organized, directed, and funded by the host institution. The scope and level of such services is to some extent dependent on the number of international students and scholars. Regardless of their number, however, the presence of international students and scholars requires certain basic levels of support which enable them to function successfully in U.S. colleges or universities. The following principles concern the provision of these essential services:

1. The host institution should state clearly its intentions to provide special services for the international students and scholars it brings to its campus. These services should include:

   - Advisory and counseling services.
   - Mandated and technial services in compliance with U.S. government regulations.
   - Coordination and liaison with the community.

2. Regardless of the number of international students and scholars, the level of funding, or other circumstances, there must be one unit in the host institution that is responsible for coordinating these services, and there should be clear and widely acknowledged designation of responsibility for these services.
These duties may require full- or part-time staff, depending upon the size of the clientele. Where possible, it is highly desirable to have a single individual or office designated to provide these advisory services. The staff should be knowledgeable about U.S. immigration law and regulations.

3. The institution should provide ample professional services that are fully accessible to international students and scholars. The intention of these services is to assure that maximum benefit is derived from the educational experience. The advisory services must seek to remove impediments and to solve problems on behalf of these individuals.
The advisory staff must work closely with other campus and community resources which can be of assistance before arrival and throughout the individual's stay.
An orientation program that introduces students to the physical environment, registration procedures, academic policies, housing, counseling and health services, visa requirements and INS regulations, financial matters, and social and intercultural activities should be provided.
Advisory services should be provided on an ongoing basis with respect to personal counseling, emergency needs, institutional policies preparation for departure, and reentry to home countries upon completion of stay.
The advisory staff serve both the institution and the students and scholars it enrolls; they should, therefore, perform an intermediary role and be a channel of communication between those individuals and outside agencies or institutions. The advisory staff should seek to bring an intercultural dimension to the educational programs of the institution and the general life of the community. Advisory services should include academic advising-performed either by faculty members or international student advisers.

4. The advisory staff should exercise their duties in an ethical and professional manner. They must:

   - Adhere to the regulations of the U.S. government, especially those of the Immigration and Naturalization Service.
   - Decline awards and unethical requests for service.

INTERNATIONAL STUDENT PROGRAMS AND SERVICES
CAS STANDARDS AND GUIDELINES

Part 1. MISSION

International student programs and services in higher education must develop, record, disseminate, implement and regularly review their mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document.

> The provision of international student programs and services should reflect a strong institutional commitment to the education of international students.

Programs and services must promote the academic and personal growth and development of international students. To accomplish the mission, international student programs and services must:

- Assess the needs of international students, set priorities among those needs, and respond to the extent that the number of students, facilities, and resources permit;
- Provide thorough information on immigration regulations and procedures to advise international students effectively, assure institutional adherence to those regulations and procedures, and interpret host country immigration policy to the campus community;
- Provide professional services to students in the areas of counseling, advising, and assistance in complying with government regulations;
- Orient international students to the policies and expectations of the institution, its culture, the host country educational system, and the host country in general;
- Foster an international dimension within the institution and the community at large;
- Promote positive interaction among international students, and between international and host country students, the academic community, and the community at large;
- Facilitate the enrollment and retention of international students; and
- Facilitate re-entry and cultural re-adjustment related to the student's return home.

> International student programs and services should facilitate institutional sensitivity to the cultural needs of international community members (e.g., social, religious, dietary, and housing).

> International student programs and services should be coordinated with academic units and other institutional functional areas that provide programs and services to students, faculty, and staff.

Part 2. PROGRAM

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum.

International student co-curricular programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals.

International student programs and services must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

International student programs and services must provide opportunities for discussion and understanding to minimize cultural conflict and to deal with conflict.

International student programs and services must include the following elements:

- Counseling and advising in immigration regulations, financial matters, employment, health insurance and health care, personal concerns, and English-language needs;
- Educational programs to enhance positive interaction between domestic and international students, to develop faculty and staff sensitivity to cultural differences and international student needs, and to assist in the understanding of and adjustment to a host country's educational system and culture;
- Special orientation programs to enhance knowledge and understanding of the institution, the host country's educational system, and the culture of the host country in general, as well as programs to address issues related to re-entry to the student's home country;
- Assessment of the educational goals; personal development levels; and social, emotional, and cultural needs of international students.
- Appropriate and timely referrals to other service and program agencies;
- Cross-cultural programs addressing cultural problems and issues for faculty, staff, teaching assistants, and students, and dependents of international students;
- Liaison with appropriate student organizations; and,
- Advocacy within the institution for the needs of international students.

Part 3. LEADERSHIP

Effective and ethical leadership is essential to the success of all organizations. Institutions msut appoint, position and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the bases of formal education and training, relevant work experience, personal attributes, and other professional credentials. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of international student programs and services must exercise authority over resources for which they are responsible to achieve their respective missions. Leaders must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. Leaders must address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must improve programs and services continuously in response to changing needs of students and institutional priorities.

Part 4. ORGANIZATION AND MANAGEMENT

International student programs and services must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts and service delivery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes.

International student programs and services must provide channels within the organization for regular review of administrative policies and procedures.

Institutions enrolling international students must designate a specific office or service unit to coordinate programs and services for this student population.

Part 5. ORGANIZATION AND MANAGEMENT

International student programs and services must be staffed adequately by individuals qualified to accomplish the mission and goals. Programs and services must establish procedures for staff selection, training, and evaluation, set expectations for supervision, and provide appropriate professional development opportunities.

Wherever possible, staff members should be representative of the various cultures served in the student population.

Professional staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience. They must be knowledgeable abut research

and practice in areas related to international student programs and services and stay abreast of developments in policies, laws, and regulations affecting international students.

Professional staff members should be competent in skills such as group facilitation, leadership training and development, crisis intervention, workshop design, report writing, public speaking, social and interpersonal development, individual and group counseling and their cross-cultural aspects. Generally, these competencies are found in persons who graduate from student personnel, counseling, and other higher education graduate programs, as well as from programs such as cross-cultural communication, international studies, and anthropology.

Specific study in the following areas is desirable: multicultural theory, organizational development, counseling theory and practice, group dynamics, leadership development, human development, and research and evaluation. Proficiency in a language other than English and extended travel and/or living experience abroad are also helpful.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

The use of graduate assistants and interns in international student programs and services should be encouraged. These individuals expand staff abilities, provide peer role models, and gain valuable pre-professional experience. Particular attention should be given to preparing assistants and interns to be especially sensitive to cultural differences and the special needs of international students.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professional staff.

International student programs and services must have secretarial and technical staff adequate to accomplish their mission. Such staff must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institutions, in similar institutions, and in the relevant geographic area.

International student programs and services must intentionally employ a diverse staff to reflect the diversity of the institution's student population, to ensure the existence of readily identifiable role models for students and to enrich the campus community.

Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policies and local, state/provincial, and federal law.

Part 6. FINANCIAL RESOURCES

International student programs and services must have adequate funding to accomplish the mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

Institutions considering special student fees as a means of supporting international student services and programs should review carefully the ethical issues involved in implementing such fees.

Part 7. FACILITIES, TECHNOLOGY, AND EQUIPMENT

International student programs and services must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health and safety.

Part 8. LEGAL RESPONSIBILITIES

Staff members in international student programs and services must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations

include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state, provincial and local governments; and the institution through its policies.

Further, staff should also be familiar with constitutional issues of due process and rights of freedom of expression as applicable to residents of the United States and Canada.

Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

Part 9. EQUAL OPPORTUNITY, ACCESS, AND AFFIRMATIVE ACTION

Staff members must ensure that international student services and programs are provided on a fair and equitable basis. Each program and service must be accessible. Hours of operation must be responsive to the needs of all students.

Each program and service must adhere to the spirit and intent of equal opportunity laws.

Programs and services must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with the mission and goals, programs and services must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

Part 10. CAMPUS AND COMMUNITY RELATIONS

International student programs and services must establish, maintain, and promote effective relations with relevant campus offices and external agencies. Professional staff members must coordinate, or where appropriate, collaborate with faculty and staff in providing services and programs for international students.

Part 11. DIVERSITY

Within the context of the institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, international student programs and services must nurture environments where similarities and differences among people are recognized and honored.

International student programs and services must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences and histories of cultures.

International student programs and services must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures. Programs and services must orient international students to the culture of the host country and promote and deepen international students' understanding of cross-cultural differences.

All institutional units that provide services to students should share responsibility for meeting the needs of international students. Coordinated efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors in all functional areas on campus should be encouraged.

Part 12. ETHICS

All persons involved in the delivery of programs and services for international students must adhere to the highest principles of ethical behavior. Programs and services must develop or adopt and implement statements of ethical practice addressing the issues unique to their functions. International student programs must publish these statements and insure their periodic review by all concerned.

Staff members must ensure that confidentiality is maintained with respect to all communication and records considered confidential unless exempted by law.

Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved. Information contained in student's educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "directory" information, or when the information is subpoenaed by law, or (in the case of non-immigrant international students studying in the United States) as mandated by regulations from the US Immigration and Naturalization Service or the US Information Agency. Programs and services must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others. Staff members must strive to insure the fair objectives and impartial treatment of all persons with whom they deal.

When handling institutional funds, all staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures.

Staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

International student program staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

Staff members must balance the wants, needs, and requirements of students, institutional policies, laws, and sponsors, having as their ultimate concern the long-term well being of international educational exchange programs and the students participating in them.

International student program staff members must demonstrate cross-cultural sensitivity, treating differences between value systems and cultures in non-judgmental ways. The use of pejorative stereotypical statements must be avoided.

Staff members must maintain the highest principles of ethical behavior in the use of technology.

Part 13. ASSESSMENT AND EVALUATION

International student programs and services must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, programs and services must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

Coming Soon to Your Campus (if you want to continue to enroll international students)

SEVIS—the Student and Exchange Visitors Information System

SEVIS is an Internet-based tracking system which will maintain current information on non-immigrant students and their dependents. SEVIS will automate the manual data collection process that schools and exchange visitor programs are already performing to gather information on their international students, scholars, and exchange visitors. The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA) mandated that the INS establish electronic reporting of this data, but Congress did not provide funding until November 2001 when it passed the USA Patriot Act.

Cost of implementing SEVIS for INS: **$38 million**
Cost of implementing SEVIS at your institution: **??**

Technical Considerations: There are expected to be two options for interfacing with SEVIS.

- "real-time interactive" item-by-item website processing
- "batch" system-to-system uploading and downloading of information

The target date for releasing the web-interactive component of SEVIS is July 1, 2002. The INS expects to have the SEVIS system fully operational by January 1, 2003. The INS will establish a final deadline by which institutions must begin electronic reporting through SEVIS.

ALSO…Schools who are currently authorized to issue I-20s will have to apply for and be granted new authority to use the SEVIS system and thus to enroll non-immigrant students.. The INS is currently considering how it will implement this authorization process.

Office of International Education
University System of Georgia

University System of Georgia
Study Abroad Participation
2000-2001

	Study Abroad Participants (Fall 2000, Spring 2001, Summer 2001	Fall 2000 UG Headcount	Study Abroad as % of UG Headcount	Total UG Degrees Conferred in 1999-2000	Study Abroad as % of UG Degrees Conferred in 1999-2000	Proposed 4% Target based on Fall 2000 Total Headcount	Proposed 25% Target based on Degrees Conferred
Georgia Institute of Technology	708	10,620	6.67%	2,027	34.92%	425	507
Georgia State University	333	15,709	2.12%	2,628	12.67%	628	657
Medical College of Georgia	0	608	0.00%	337	0.00%	24	84
University of Georgia	1,228	23,808	5.16%	4,867	25.23%	952	1,217
Sector Total	2,269	50,745	4.47%	9,859	23.01%	2,029	2,465
Georgia Southern University	93	12,302	0.76%	1,857	5.01%	492	464
Valdosta State University	87	7,376	1.18%	1,371	6.35%	295	343
Sector Total	180	19,678	0.91%	3,228	5.58%	787	807
Albany State University	45	3,044	1.48%	333	13.51%	122	83
Armstrong Atlantic State University	60	4,650	1.29%	586	10.24%	186	147
Augusta State University	24	4,365	0.55%	456	5.26%	175	114
Clayton College & State University	8	4,400	0.18%	582	1.37%	176	146
Columbus State University	81	4,437	1.83%	591	13.71%	177	148
Fort Valley State University	62	2,168	2.86%	239	25.94%	87	60
Georgia College & State University	76	3,952	1.92%	756	10.05%	158	189
Georgia Southwestern State University	35	1,921	1.82%	371	9.43%	77	93
Kennesaw State University	168	11,889	1.41%	1,619	10.38%	476	405
North Georgia College & State University	108	3,200	3.38%	626	17.25%	128	157
Savannah State University	9	2,044	0.44%	250	3.60%	82	63
Southern Polytechnic State University	3	2,908	0.10%	385	0.78%	116	96
State University of West Georgia	107	7,053	1.52%	871	12.28%	282	218
Sector Total	786	56,031	1.40%	7,665	10.26%	2,242	1,919
Dalton State College	6	3,139	0.19%	276	2.17%	126	69
Macon State College	5	4,116	0.12%	277	1.81%	165	69
Sector Total	11	7,255	0.15%	553	2.15%	291	138
Abraham Baldwin Agricultural College	2	2,630	0.08%	439	0.46%	105	110
Atlanta Metropolitan College	12	1,901	0.63%	95	12.63%	76	24
Bainbridge College	5	1,316	0.38%	74	6.76%	53	19
Coastal Georgia Community College	2	1,912	0.10%	134	1.49%	77	34
Darton College	12	2,805	0.43%	331	3.63%	112	83
East Georgia College	0	1,313	0.00%	79	0.00%	53	20
Floyd College	2	2,090	0.10%	218	0.92%	84	55
Gainesville College	20	3,556	0.56%	323	6.19%	142	81
Georgia Perimeter College	23	13,708	0.17%	931	2.47%	548	233
Gordon College	40	2,890	1.38%	322	1.24%	116	81
Middle Georgia College	31	1,941	1.60%	240	12.92%	78	60
South Georgia College	10	1,267	0.79%	197	5.08%	51	49
Waycross College	18	861	2.09%	140	12.86%	34	35
Sector Total	177	38,190	0.46%	3,523	5.02%	1,529	884
University System Total	3,423	171,899	1.99%	24,828	13.79%	6,878	6,213