



BOARD OF REGENTS OF  
THE UNIVERSITY SYSTEM OF GEORGIA

BOARD OF REGENTS MEETING AGENDA

**Tuesday, January 15, 2008**

270 Washington Street, S.W.

Atlanta, Georgia 30334

| <u>Approx. Time</u>                                | <u>Tab</u> | <u>Agenda Item</u>   | <u>Presenter</u>   |
|--|------------|--|--|
| <b>7:00 AM</b><br>Georgia World<br>Congress Center | <b>1</b>   | Eggs and Issues Breakfast  |  |
| <b>10:00 AM</b><br><b>Room 7007</b>                | <b>2</b>   | Call to Order  | Chairman Vigil   |
|  | <b>3</b>   | Invocation   | Regent Rodwell   |
|  | <b>4</b>   | Safety Briefing  | Ms. Sandra Neuse   |
|  | <b>5</b>   | Attendance Report  | Secretary Murphy   |
|  | <b>6</b>   | Remarks from the Chancellor  | Chancellor Davis   |
|  | <b>7</b>   | Presentation:<br>Accreditation and the Southern Association<br>of Schools and Colleges | Dr. Susan Herbst<br>Chief Academic Officer, USG<br><br>Dr. Belle Wheelan<br>President, SACS      |
|  | <b>8</b>   | Approval of November 30, 2007 Minutes<br>Approval of November 13, 2007 Minutes         | Chairman Vigil   |
|  | <b>9</b>   | Presentation:<br>Medical Education Expansion Proposal                                  | Dr. Dan Rahn, MCG President<br>Senior Vice Chancellor, USG<br><br>Mr. Paul Umbach<br>TrippUmbach |
| <b>11:30 AM</b><br><b>Room 7005</b>                | <b>10</b>  | Media Briefing   | John Millsaps  |
| <b>11:45 AM</b><br><b>Room 7010</b>                | <b>11</b>  | Board Luncheon   |  |
| <b>12:15 PM</b><br><b>Room 7019</b>                | <b>12</b>  | Executive and Compensation Committee   | Chairman Vigil   |
| <b>1:00 PM</b><br><b>Room 7059</b>                 |            | <u>Track I Committee Meetings</u>  |  |
| <b>Room 7059</b>                                   | <b>13</b>  | 1. Academic Affairs  | Regent Potts   |
| <b>Room 7059</b>                                   | <b>14</b>  | 2. Information and Instructional Technology  | Regent Jennings  |
| <b>Room 7059</b>                                   | <b>15</b>  | 3. Organization and Law  | Regent Jolly   |
| <b>1:00 PM</b><br><b>Room 7007</b>                 |            | <u>Track II Committee Meetings</u>   |  |
| <b>Room 7007</b>                                   | <b>16</b>  | 1. Finance and Business Operations   | Regent Hatcher   |
|  | <b>17</b>  | 2. Real Estate and Facilities  | Regent Tucker  |



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|------------------------------|---|---|---|
| <b>9:00 AM<br/>Room 7007</b> | <b>18</b>   | Call to Order   | Chairman Vigil  |
|                              | <b>19</b>   | Safety Briefing   | Chief Bruce Holmes  |
|                              | <b>20</b>   | Invocation  | Regent Rodwell  |
|                              | <b>21</b>   | Attendance Report   | Secretary Murphy  |
|                              | <b>22</b>   | Presentation: USGFI Gala  | Regent Tucker   |
|                              | <b>23</b>   | Presentation:<br>An Update on the Research Enterprise in GA   | Ms. Shelley Nickel<br>Assoc. Vice Chancellor, USG<br><br>Mr. Mike Cassidy, President<br>Georgia Research Alliance |
|                              | <b>24</b>   | Presentation:<br>Systemwide Project on Energy Management  | Ms. Shelley Nickel<br>Assoc. Vice Chancellor, USG<br><br>Dr. Mike Adams, UGA President                            |
|                              | <b>25</b>   | Committee Reports:<br>A. Executive and Compensation<br>B. Academic Affairs<br>C. Finance and Business Operations<br>D. Information and Instructional Technology<br>E. Organization and Law<br>F. Real Estate and Facilities | Chairman Vigil<br>Regent Potts<br>Regent Hatcher<br>Regent Jennings<br>Regent Jolly<br>Regent Tucker              |
|                              | <b>26</b>   | Chancellor's State of the System Report   | Chancellor Davis  |
|                              | <b>27</b>   | Unfinished Business   | Chairman Vigil  |
|                              | <b>28</b>   | New Business  | Chairman Vigil  |
| <b>29</b>                    | Petitions and Communications                          | Chairman Vigil  |   |
| <b>30</b>                    | Committee of the Whole:<br>Executive and Compensation | Chairman Vigil  |   |
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## **AGENDA**

### **EXECUTIVE AND COMPENSATION COMMITTEE**

**January 15, 2008**

#### **Agenda Item**

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#### **INFORMATION ITEMS**

1. Presidential Search Committee Updates and Search Process
2. Future Issues
3. Executive Session: Personnel and Compensation Matters and Real Estate Acquisitions

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## COMMITTEE ON ACADEMIC AFFAIRS

January 15, 2008

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| 2. Revision of <i>The Policy Manual</i> , Section 402, Undergraduate Admissions<br>(Changes are highlighted)   | 7               |
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**January 15, 2008**

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## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

January 15, 2008

Below are summaries of reports and updates to be presented to the Committee on Academic Affairs as well as each recommended approval item. Details concerning each item can be found on successive pages within this document. The Office of Academic Affairs recommends the approval of each item.

#### I. **Academic Affairs Update**

The Chief Academic Officer & Executive Vice Chancellor, Susan Herbst, will discuss current activities concerning revisions to the core curriculum and the academic advising presidential report. In addition, new staff will be introduced.

#### II. **USG Fall Enrollment, Retention, and Graduation Update**

The Associate Vice Chancellor for Research & Policy Analysis, Cathie Mayes Hudson, will provide an overview of fall enrollment statistics for the university system.

#### III. **Approval Items**

##### 1. **Revision of *The Policy Manual*, Section 803.0901, Program Modification**

Request: The Office of Academic Affairs requests that the Board of Regents review a revision to *The Policy Manual* concerning Program Modification. The revised policy is intended to address issues concerning academic program modification that are a result of institutional mission change, revised academic priorities, and declines in degree productivity.

##### 2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions**

Request: The Office of Academic Affairs requests that the Board of Regents review a revision to *The Policy Manual* concerning Undergraduate Admissions. The revised policy is provided to delineate changes in admission with the entering class of 2012 based on attendant revisions to the state high school graduation requirements. To provide closer linkages with the Department of Education, students who graduate from high school in year 2012 or later must present credit for 17 specified units to be eligible for regular admission. Specifically, students will be required to complete 4 units of mathematics, 4 units of science, 4 units of English, 3 units of social science, and 2 units of a foreign language. Terms such as College Preparatory Curriculum and SAT I will hereafter be referred to as the Required High School Curriculum and SAT Verbal/Critical Reading, respectively.

## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

January 15, 2008

3. **Revision of *The Policy Manual*, Section 305, Grading System**

Request: The Office of Academic Affairs requests that the Board of Regents review a revision to *The Policy Manual* concerning the Grading System. The revised policy is provided to clarify and clearly articulate the meaning of grade point averages, calculations, and truncating final scores to two digits beyond the decimal point. The Grading Policy maintains a 4.0 grading scale.

4. **Establishment of a Doctor of Nursing Practice, Georgia Southern University**

Request: Georgia Southern University requests approval to establish a Doctor of Nursing Practice degree. The degree is an applied, practice-focused program for advanced practice nurses. Degree preparation includes training in the direct care of individual patients, managed care for individuals and populations, administration of nursing systems, and the development and implementation of health policy. Consistent with the institution's mission status of offering applied doctoral programs, the program is submitted in an effort to produce advanced practice nurses who can utilize disciplinary skills and knowledge to provide expert nursing care in a variety of settings.

5. **Establishment of an External Master of Plant Protection and Pest Management Offered by the University of Georgia in Tifton, University of Georgia**

Request: The University of Georgia requests approval to offer its existing Master of Plant Protection and Pest Management as an external degree in Tifton. The program has the support of the surrounding community and has been requested by students and country agricultural extension agents living in and/or near the Tifton area. Field facilities are available for use in applied, hands-on instruction and for research activities. The program will provide students with the research principles to apply preventive measures toward the infestation of plants and domesticated populations in efforts to control environmental degradation and economic instability.



## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

January 15, 2008

6. **Establishment of an External Specialist in Education with a Major in Media Offered via Multiple Technologies, University of West Georgia**

Request: The University of West Georgia requests approval to offer its existing Specialist in Education (“EdS”) with a major in Media as an external degree using various distance education technologies. The program will involve both face-to-face instruction as well as courses offered via distance education. External delivery of the program will enable working students to obtain the degree and meet a burgeoning need for media specialists in secondary schools.

7. **Establishment of an External Master of Science with a Major in Computational Science and Engineering Offered by Georgia Institute of Technology via Multiple Technologies, Georgia Institute of Technology**

Request: Georgia Tech requests approval to offer its existing Master of Science with a major in Computational Science and Engineering as an external degree. The program will be offered using multiple technologies. Some elective courses will require face-to-face instruction. Upon completion of the program, graduates will have acquired the knowledge and skills to apply principles from mathematics, science, engineering, and computing to create computational models for projects that involve large-scale simulation and high performance computing.

8. **Substantive change and Merger of Master of Education and Specialist in Education Programs, Georgia Southwestern State University**

Request: Georgia Southwestern State University requests approval to merge several existing majors offered under the Master of Education and Specialist in Education degrees. The merger and substantive change of the programs will enable the institution to provide for breadth and depth of instruction to students while following trends that are occurring in the discipline at the graduate level.

## COMMITTEE ON ACADEMIC AFFAIRS

### PRIMARY POINTS / SUMMARIES

January 15, 2008

9. **Ratification of the Substantive Change of Communication Sciences and Disorders Discipline, Armstrong Atlantic State University**

Request: Armstrong Atlantic State University requests approval to substantively change its existing Communication Sciences and Disorders programs. The undergraduate program will revert from a Bachelor of Science in Education to a Bachelor of Science. Likewise, the graduate program will change from a Master of Education to a Master of Science program. In addition to the degree nomenclature and some course changes, the graduate program, in particular, will expand its curriculum from 36 semester hours to a maximum of 60 semester hours. The substantive change is requested in order to meet accreditation requirements for the discipline as proposed by the American Speech-Language-hearing Association. Revisions to the curriculum constitute a change in the science and mathematics courses students are required to take as well as a requirement that students take a designated track for clinical health majors.

# AGENDA

## COMMITTEE ON ACADEMIC AFFAIRS

January 15, 2008

### 1. Revision of *The Policy Manual*, Section 803.0901, Program Modification

Recommended: That the Board approve a revision to *The Policy Manual*, Section 803.0901, Program Modification, effective January 16, 2008.

Background and Rationale: The proposed policy revision was first introduced to the Board in October 2007 as an information item for review and discussion. The intent of the policy revision is to provide a differentiation between general termination of a program and program termination based on a change in institutional mission or academic priorities that would result in permanent removal of a program. The revisions have been reviewed by the University System Chief Academic Officers, attorneys, and others. To complement the revised policy as it will appear in the Board *Policy Manual*, a set of guidelines will be included in the *Academic Affairs Handbook*.

Understandings: The proposed policy, section 803.0901: Program Modification, constitutes a significant revision of the previous policy. Proposed revisions follow. Please note that the strikethrough texts represent deletions from the current version, and the bold, highlighted texts represent additions.

| <i>Current Policy</i>   | <i>Revised Policy</i>  |
|---|--|
| Policy 803.0901 Program Modification  | Policy 803.0901 Program Modification   |
| As part of its broad constitutional authority to manage the University System of Georgia, the Board of Regents may exercise its authority to modify programs offered by the System generally or at various institutions of the System. Such modification may be a part of a change of institutional mission and may result in discontinuation of programs or reduction in size thereof. A program modification of such magnitude that requires the termination of tenured faculty members will be implemented only after completion of a study, with institutional administrative and faculty participation, by the Chancellor's staff. | As part of its broad constitutional authority to manage the University System of Georgia, the Board of Regents may exercise its authority to modify programs <del>offered by the System generally or at various institutions of the System.</del> Such modification may be a part of <b>result from a significant</b> a change of institutional mission <b>or academic priorities</b> and may result in discontinuation of programs <del>or reduction in size thereof.</del> <b>which may be influenced by long-term declines in degree program productivity. These changes may result in permanent termination of academic programs or permanent and significant reduction in size thereof.</b> |

1. **Revision of *The Policy Manual*, Section 803.0901, Program Modification (Continued)**

| <i>Current Policy</i>   | <i>Revised Policy</i>  |
|---|--|
| Policy 803.0901 Program Modification  | Policy 803.0901 Program Modification   |
| <p>The Chancellor will report the results of that study to the Board along with recommended guidelines under which program modification will be effected (BR Minutes, 1982-83, p. 254).</p> | <p>A program modification of such magnitude that requires the termination of tenured faculty members will be implemented only after completion of a study, with institutional administrative and faculty participation, by the Chancellor's staff.</p> <p>The Chancellor will report the results of that study to the Board along with recommended guidelines under which program modification will be effected (BR Minutes, 1982-83, p. 254). <b>The University System chief academic officer shall issue procedures on program modification.</b></p> |

## 2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions**

**Recommended:** That the Board approve a revision to *The Policy Manual*, Section 402, Undergraduate Admissions, effective January 16, 2008.

**Background and Rationale:** During the October 2007 Board meeting, some proposed admission changes were depicted in a chart that reflected changes in graduation requirements at the high school level and corresponding changes at the postsecondary level for the entering class of 2012. This is the first iteration of the full policy concerning undergraduate admissions with the exception of one section concerning joint enrollment. The joint enrollment section reflects that students may be dually enrolled in a University System of Georgia institution while simultaneously attending high school and earning credit within both systems. To complement the revised policy as it will appear in the Board *Policy Manual*, a set of guidelines will be included in the *Academic Affairs Handbook*.

**Understandings:** The proposed policy, section 402: Undergraduate Admissions, constitutes a significant revision of the previous policy. Proposed revisions follow. Please note that the strike-through texts represent deletions from the current version, and the highlighted texts represent additions.

### **CURRENT POLICY**

#### **402 UNDERGRADUATE ADMISSIONS**

Every student admitted as an undergraduate in any University System institution must meet the requirements for one of the categories listed below and must meet any additional requirements that may be prescribed by the institution. Applicants should be advised that meeting minimum requirements will not guarantee admission at any institution. Institutions may set additional and/or higher requirements than listed here. Except as explicitly permitted in this policy manual, any exceptions to these admissions policies may be made only with written approval of the Chancellor. Students must submit transcripts of all secondary and college work and must follow the application procedures specified by the institution to which they are applying.

#### **402.01 ADMISSION REQUIREMENTS FOR PROGRAMS LEADING TO THE BACCALAUREATE DEGREE**

These policies apply to first time freshmen as well as to those who have not earned the equivalent of 30 semester hours of transferable college credit.

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**CURRENT POLICY**

**402.0101 FRESHMAN REQUIREMENTS**

Students applying for freshman admissions to a University System institution must meet the following criteria:

*College Preparatory Curriculum.* Completion of the University System of Georgia's College Preparatory Curriculum ("CPC") 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 16 specified CPC units.

The 16 specified University System CPC courses are:

- a. **MATHEMATICS:** 4 college preparatory Carnegie units of Mathematics, including Algebra I, Algebra II, and Geometry.
- b. **ENGLISH:** 4 college preparatory Carnegie units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
- c. **SCIENCE:** 3 college preparatory Carnegie units of Science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences.
- d. **SOCIAL SCIENCE:** 3 college preparatory Carnegie units of Social Science, with at least one course focusing on United States studies and one course focusing on world studies.
- e. **FOREIGN LANGUAGE:** 2 college preparatory Carnegie units in the same foreign language emphasizing speaking, listening, reading, and writing.

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

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

$$\begin{aligned} \text{FI} &= 500 \times (\text{HSGPA}) + \text{SAT I Verbal} + \text{SAT I Math} \\ &\text{OR} \\ \text{FI} &= 500 \times (\text{HSGPA}) + (\text{ACT Composite} \times 42) + 88 \end{aligned}$$

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**CURRENT POLICY**

The minimum FI required for admission to a research university is 2500; regional university--2040; state university--1940; and a state or two-year college--1830.

In addition to the FI, students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students without these minimum scores but with SAT I scores of at least 330 Verbal and 310 Mathematics may be considered for admission to a two-year college but will be required to exempt or exit learning support ("LS") in the areas of deficiency.

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

a. **EXCEPTIONS TO FRESHMAN ADMISSION REQUIREMENTS FOR SPECIAL GROUPS OF STUDENTS**

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

1. **LIMITED ADMISSIONS CATEGORY**

In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission. The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with two-year colleges allowed the highest percentage for Limited Admissions. The FI required for Limited Admission to a research university is 2020; regional university, 1830; and state university, 1790.

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

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

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY**

At research, regional, and state universities, students granted Limited Admission must also have completed the 16-unit College Preparatory Curriculum ("CPC"). At state and two-year colleges, students may be considered for Limited Admission if they have a high school diploma or GED and meet the minimum SAT/ACT score requirements. A GED is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.

*PRESIDENTIAL EXCEPTIONS:* Presidents of University System institutions may grant exceptions to the CPC and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential. Institutions will be required to report to the Senior Vice Chancellor for Academics and Fiscal Affairs on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.

Students who enter under the Limited Admissions category (including Presidential Exceptions) must make up any CPC deficiencies in accordance with University System procedures. They must also be screened, as applicable, for placement in LS courses using the CPE or COMPASS administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. (For students transferring from a Commission on Colleges ["COC"]-accredited DTAE technical college, comparable scores from the DTAE technical college may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.)

**2. ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NONACCREDITED HIGH SCHOOLS**

Applicants from home schools or graduates of nonaccredited high schools may validate the CPC in an alternative way. SAT I scores and satisfactory documentation of equivalent competence in each of the CPC areas at the college-preparatory level may be used in lieu of the FI and Carnegie unit requirements of the CPC.



**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY**

A student whose SAT I Composite (Verbal plus Mathematics) (or ACT equivalent) score is at or above the average SAT I score of the previous year's fall semester first-time freshmen admitted to the University System institution to which he or she is applying and who has completed the equivalent of each of the CPC areas as documented by a portfolio of work and/or other evidence that substantiates CPC completion qualifies for consideration for admission. Students in this category must also meet the minimum SAT I Verbal requirement and the minimum SAT I Mathematics requirement (or ACT equivalent) for the sector to which they apply.

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

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

**3. ADMISSION OF STUDENTS WITH OUTSTANDING SCORES**

Students who demonstrate very high academic ability by achieving a composite SAT I Composite (Verbal plus Math) score in the upper five percent of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. (An ACT score which is equivalent to this SAT I score may also be used.) Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students must satisfy any CPC deficiencies in areas other than English or mathematics through college coursework.

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

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY****4. 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 procedures established by the University System of Georgia. If these students do not meet the alternative admission procedures established under the University System of Georgia, they might be considered as Presidential Exceptions.

**5. 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 high school CPC in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this CPC requirement according to procedures established by the System. Students with disabilities are expected to meet the sector's minimum SAT I or ACT score requirements but should request the appropriate testing accommodations from the agencies administering the SAT I or ACT.

**6. JOINT ENROLLMENT/EARLY ADMISSION OF HIGH SCHOOL STUDENTS**

The University System of Georgia 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 two organized programs: (1) 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 and (2) 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 both the joint enrollment and early admissions programs have been developed to allow certain advanced students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in sections 301.01-301.06 of the Academic Affairs Handbook. (BR Minutes, September 2004)

**7. RESIDENTIAL PROGRAMS**

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

**2. Revision of The Policy Manual, Section 402, Undergraduate Admissions (Continued)**

**CURRENT POLICY**

**8. 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 University System of Georgia college or university. Students in University System of Georgia recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College. (BR Minutes, September 2004)

**402.0102 UNDERGRADUATE ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS**

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

| <b>MINIMUM SYSTEM ADMISSION STANDARDS FOR TRANSFER STUDENTS</b> |   |   |
|---|---|---|
| <b>SECTOR</b>   | <b>30 – 59 * SEMESTER CREDITS</b>                           | <b>60 or MORE SEMESTER CREDITS</b>                    |
| Research Universities   | At least 2.3 GPA** and have met all LS and CPC requirements | At least 2.3 GPA                                      |
| Regional and State Universities                                 | At least 2.0 GPA** and have met all LS and CPC requirements | At least 2.0 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 University System's and the receiving institution's prevailing policies. Excluded are institutional credit courses, CPC deficiency makeup courses, and vocational courses. These hours should include transferable hours earned at all postsecondary institutions attended.

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY**

\*\*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 System and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another University System 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.

**402.0103 NON-TRADITIONAL FRESHMEN**

In order to make the University 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.

**A. 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 402.0101 or have satisfactorily completed the GED.
3. Have earned fewer than 30 transferable semester credit hours.

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY**

All non-traditional freshmen must be screened for placement in learning support courses using the CPE or COMPASS administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. (For students transferring from a Commission on Colleges (COC)-accredited DTAE college, comparable scores from the DTAE college may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.) As an alternative, an institution may allow non-traditional freshmen who have within the past seven years posted SAT scores of at least 500 in both Verbal and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the CPE/COMPASS placement test.

**B. 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 years ago.
2. Have earned 30 or more transferable hours of college credit (as defined in section 402.0101).

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

**402.0104 PERSONS AGED 62 OR OVER**

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

- a. 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.
- b. 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.

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY**

- c. Shall meet all System 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.
- d. Shall have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
- e. Must meet all System, institution, and legislated degree requirements if they are degree-seeking students.
- f. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

**402.02 ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMS NOT LEADING TO THE BACCALAUREATE DEGREE****402.0201 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 (specified in Academic Affairs Handbook, Section 3.02.01): 1) for programs with a Core-based general education component (allowing more than 12 semester hours of Core curriculum course work) and 2) for 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 be admitted into a program leading to a baccalaureate only if a) on admission to the institution they would have met the requirements for regular or Limited Admission or b) they show exceptional promise and are admitted as a Presidential Exception. Students admitted in this category must fulfill all learning support and CPC requirements.

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****CURRENT POLICY****402.0202 ADMISSION OF STUDENTS TO CERTIFICATE PROGRAMS AT DESIGNATED VOCATIONAL DIVISIONS**

Students admitted to vocational divisions at Bainbridge College, Clayton College & State University, Coastal Georgia Community College, 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 Department of Technical and Adult Education 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.

**402.0203 ADMISSION OF NON-DEGREE STUDENTS**

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

b. 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.

**402.0204 ADMISSION OF TRANSIENT STUDENTS**

An applicant who is enrolled in one college or university and who wishes to take courses temporarily in another college or university shall submit the documents outlined in the Academic Affairs Handbook.

**402.0205 ADMISSION OF AUDITORS**

Students who submit evidence of graduation from a high school as specified in Section 402.0101 or a GED certificate 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.

**402.03 ADDITIONAL ADMISSIONS POLICIES****402.0301 IN GENERAL**

In addition to the general admissions policies described above, each unit of the University System may increase the requirements, entry levels, and/or testing procedures for general admission to the institution or to special programs at the undergraduate or graduate levels provided they do not conflict with University System of Georgia policies. Institutions should make available appropriate admissions information to students.

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**CURRENT POLICY**

**402.0302 REFERRAL OF STUDENTS TO OTHER INSTITUTIONS**

Institutions should actively assist Georgia applicants who have been denied admission to find another institution which more appropriately matches their academic credentials.

**402.0303 RIGHT TO REFUSE ADMISSION**

An applicant may be declared eligible for admission, registration, enrollment or re-enrollment at a University System institution only after satisfying all requirements established by the University System of Georgia and the institution concerned. The institution shall have the right to examine and appraise the character, personality and qualifications of the applicant. In order that this examination and appraisal may be made, the applicant shall furnish to the institution such biographical and other information, including references, as may be required.

Each unit of the University System reserves the right to refuse admission to a non-resident of Georgia, to an applicant whose admission would cause the institution to exceed its maximum capacity, to an applicant whose request for admission is only to a program that is already filled, to an applicant whose transcript(s) are from an unaccredited institution or who is otherwise ineligible for admission.

**402.0304 RIGHT TO LIMIT ADMISSIONS**

The Chancellor may limit the number of students admitted to an institution.

**402.0305 SOCIAL SECURITY NUMBERS**

The social security number shall be required from all entering students for a permanent and lasting record. When possible, an alternative number will be assigned and used by institutions for all purposes which do not require the social security number. In no event shall grades be posted by using the social security number. The University System of Georgia is dedicated to insuring the privacy and proper handling of confidential information pertaining to students and employees.



2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

**402 UNDERGRADUATE ADMISSIONS**

Every student admitted as an undergraduate in any University System institution must meet the requirements for one of the categories listed below and must meet any additional requirements that may be prescribed by the institution. Applicants should be advised that meeting minimum requirements will not guarantee admission at any institution. Institutions may set additional and/or higher requirements than listed here. Except as explicitly permitted in this policy manual, any exceptions to these admissions policies may be made only with written approval of the Chancellor. Students must submit transcripts of all secondary and college work and must follow the application procedures specified by the institution to which they are applying.

**402.01 ADMISSION REQUIREMENTS FOR PROGRAMS LEADING TO THE BACCALAUREATE DEGREE**

These policies apply to first time freshmen as well as to those who have not earned the equivalent of 30 semester hours of transferable college credit.

**402.0101 FRESHMAN REQUIREMENTS**

Students applying for freshman admissions to a University System institution must meet the following criteria:

~~College Preparatory Curriculum~~ **Required High School Curriculum**. Completion of the University System of Georgia's ~~College Preparatory Curriculum ("CPC")~~ **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 16 specified ~~CPC~~ units. **Students who graduate from high school in 2012 or later must present credit for 17 specified units.**

The 16 (**17 for students who graduate in 2012 or later**) specified University System ~~CPC~~ courses **units** are:

- a. MATHEMATICS: 4 ~~college preparatory Carnegie~~ 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).**
- b. ENGLISH: 4 ~~college preparatory Carnegie~~ units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

c. SCIENCE: 3 ~~college-preparatory Carnegie~~ units of Science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. **Students who graduate Fall 2012 or later must have 4 units of science. Georgia Public High School graduates must have at least one unit of biology; one unit of physical science or physics; one unit of chemistry, earth systems, environmental science or an AP science course.**

d. SOCIAL SCIENCE: 3 ~~college-preparatory Carnegie~~ units of Social Science, with at least one course focusing on United States studies and one course focusing on world studies.

e. FOREIGN LANGUAGE: 2 ~~college-preparatory Carnegie~~ units in the same foreign language emphasizing speaking, listening, reading, and writing. **2 units of American Sign Language may be used to satisfy this requirement.**

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

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

$$\text{FI} = 500 \times (\text{HSGPA}) + \text{SAT I Verbal } \mathbf{\text{SAT Verbal/Critical Reading}} + \text{SAT I Math}$$

OR

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

The minimum FI required for admission to a research university is 2500; regional university--2040; state university--1940; and a state or two-year college--1830.

In addition to the FI, students must have a minimum SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students without these minimum scores but with SAT I scores of at least 330 Verbal and 310 mathematics may be considered for admission to a two-year college but will be required to exempt or exit learning support ("LS") in the areas of deficiency.

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

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

a. **EXCEPTIONS TO FRESHMAN ADMISSION REQUIREMENTS FOR SPECIAL GROUPS OF STUDENTS**

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

1. **LIMITED ADMISSIONS CATEGORY**

In recognition of the fact that a limited number of students do not meet established standards but do demonstrate special potential for success, institutions are authorized to grant admission to a limited number of such students. Institutions will use multiple measures whenever possible, such as interviews, portfolios, and records of experiential achievements, for students being considered for Limited Admission. The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with two-year colleges allowed the highest percentage for Limited Admissions. The FI required for Limited Admission to a research university is 2020; regional university, 1830; and state university, 1790.

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

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

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

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

*PRESIDENTIAL EXCEPTIONS:* Presidents of University System institutions may grant exceptions to the ~~CPC~~ **Required High School Curriculum units** and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential. Institutions will be required to report to the Senior Vice Chancellor for Academics and Fiscal Affairs on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.

Students who enter under the Limited Admissions category (including Presidential Exceptions) must make up any ~~CPC deficiencies~~ **Required High School Curriculum units** in accordance with University System procedures. They must also be screened, as applicable, for placement in LS courses using the ~~CPE or COMPASS~~ **a placement test** administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. (For students transferring from a Commission on Colleges ["COC"]-accredited DTAE technical college, comparable scores from the DTAE technical college may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.)

2. ALTERNATIVE REQUIREMENTS FOR HOME-SCHOOLED STUDENTS AND GRADUATES OF NONACCREDITED HIGH SCHOOLS

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

A student whose SAT-~~I~~ Composite (~~Verbal~~ **Verbal/Critical Reading** plus Mathematics) (or ACT equivalent) score is at or above the average SAT I score of the previous year's fall semester first-time freshmen admitted to the University System institution to which he or she is applying and who has completed the equivalent of each of the ~~CPC~~ areas as documented by a portfolio of work and/or other evidence that substantiates ~~CPC~~ completion **of the Required High School Curriculum** qualifies for consideration for admission. Students in this category must also meet the minimum SAT ~~I-Verbal~~ **Verbal/Critical Reading** requirement and the minimum SAT ~~I~~ Mathematics requirement (or ACT equivalent) for the sector to which they apply.

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****REVISED POLICY**

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

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

**3. ADMISSION OF STUDENTS WITH OUTSTANDING SCORES**

Students who demonstrate very high academic ability by achieving a composite SAT I Composite (~~Verbal~~ **Verbal/Critical Reading** plus Math) score in the upper five percent of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. (An ACT score which is equivalent to this SAT I score may also be used.) Institutions must carefully evaluate such students to determine their ability to benefit from college coursework. Students must satisfy any CPC—**Required High School Curriculum**—deficiencies in areas other than English or mathematics through college coursework.

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

**4. 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 procedures established by the University System of Georgia. If these students do not meet the alternative admission procedures established under the University System of Georgia, they might be considered as Presidential Exceptions.

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

5. **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 ~~high school CPC in these areas~~ **Required High School Curriculum in these areas.** Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this ~~CPC~~ requirement according to procedures established by the System. Students with disabilities are expected to meet the sector's minimum SAT-~~I~~ or ACT score requirements but should request the appropriate testing accommodations from the agencies administering the SAT-~~I~~ or ACT.

6. **DUAL ENROLLMENT/ JOINT ENROLLMENT/EARLY ADMISSION OF HIGH SCHOOL STUDENTS**

The University System of Georgia 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 ~~two~~ **three** organized programs: **(1) a dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course/courses for both high school and college credit;** ~~(1)~~ **(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 and ~~(2)~~ **(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 ~~both~~ the **dual enrollment**, joint enrollment and early admissions programs have been developed to allow certain ~~advanced~~ students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in sections 301.01-301.06 of the Academic Affairs Handbook. (BR Minutes, September 2004)

7. **RESIDENTIAL PROGRAMS**

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

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

8. 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 University System of Georgia college or university. Students in University System of Georgia recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College. (BR Minutes, September 2004)

**402.0102 UNDERGRADUATE ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS**

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

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

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****REVISED POLICY**

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

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

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

*Priority Consideration.* In addition to the minimum transfer standards listed above, students must meet higher System and/or institutional standards to be considered for priority transfer admission. Institutions must give priority consideration for admission to students transferring from another University System 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.

**402.0103 NON-TRADITIONAL FRESHMEN**

In order to make the University 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.



2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

A. 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 402.0101 or have satisfactorily completed the GED.
3. Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be screened for placement in learning support courses using the ~~CPE or COMPASS~~ **a placement test** administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. (For students transferring from a Commission on Colleges (COC)-accredited DTAE college, comparable scores from the DTAE college may be used according to guidelines issued by the Senior Vice Chancellor for Academics and Fiscal Affairs.) As an alternative, an institution may allow non-traditional freshmen who have within the past seven years posted SAT scores of at least 500 in both ~~Verbal~~ **Verbal/Critical Reading** and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the ~~CPE/COMPASS~~-placement test.

B. 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 years ago.
2. Have earned 30 or more transferable hours of college credit (as defined in section 402.0101).

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

**402.0104 PERSONS AGED 62 OR OVER**

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

2. **Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)**

**REVISED POLICY**

- a. 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.
- b. 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.
- c. Shall meet all System 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.
- d. Shall have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
- e. Must meet all System, institution, and legislated degree requirements if they are degree-seeking students.
- f. May not enroll in dental, medical, veterinary, or law schools under the provisions of this policy.

**402.02 ADMISSION REQUIREMENTS FOR UNDERGRADUATE PROGRAMS NOT LEADING TO THE BACCALAUREATE DEGREE**

**402.0201 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 (specified in Academic Affairs Handbook, Section 3.02.01): 1) for programs with a Core-based general education component (allowing more than 12 semester hours of Core curriculum course work) and 2) for programs with non-Core general education components (allowing 12 or fewer semester hours of Core Curriculum coursework).

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****REVISED POLICY**

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

**402.0202 ADMISSION OF STUDENTS TO CERTIFICATE PROGRAMS AT DESIGNATED VOCATIONAL DIVISIONS**

Students admitted to vocational divisions at Bainbridge College, Clayton College & State University, Coastal Georgia Community College, 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 Department of Technical and Adult Education 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.

**402.0203 ADMISSION OF NON-DEGREE STUDENTS**

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

b. 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.

**402.0204 ADMISSION OF TRANSIENT STUDENTS**

An applicant who is enrolled in one college or university and who wishes to take courses temporarily in another college or university shall submit the documents outlined in the Academic Affairs Handbook.

**402.0205 ADMISSION OF AUDITORS**

Students who submit evidence of graduation from a high school as specified in Section 402.0101 or a GED certificate 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.

**2. Revision of *The Policy Manual*, Section 402, Undergraduate Admissions (Continued)****REVISED POLICY****402.03 ADDITIONAL ADMISSIONS POLICIES****402.0301 IN GENERAL**

In addition to the general admissions policies described above, each unit of the University System may increase the requirements, entry levels, and/or testing procedures for general admission to the institution or to special programs at the undergraduate or graduate levels provided they do not conflict with University System of Georgia policies. Institutions should make available appropriate admissions information to students.

**402.0302 REFERRAL OF STUDENTS TO OTHER INSTITUTIONS**

Institutions should actively assist Georgia applicants who have been denied admission to find another institution which more appropriately matches their academic credentials.

**402.0303 RIGHT TO REFUSE ADMISSION**

An applicant may be declared eligible for admission, registration, enrollment or re-enrollment at a University System institution only after satisfying all requirements established by the University System of Georgia and the institution concerned. The institution shall have the right to examine and appraise the character, personality and qualifications of the applicant. In order that this examination and appraisal may be made, the applicant shall furnish to the institution such biographical and other information, including references, as may be required.

Each unit of the University System reserves the right to refuse admission to a non-resident of Georgia, to an applicant whose admission would cause the institution to exceed its maximum capacity, to an applicant whose request for admission is only to a program that is already filled, to an applicant whose transcript(s) are from an unaccredited institution or who is otherwise ineligible for admission.

**402.0304 RIGHT TO LIMIT ADMISSIONS**

The Chancellor may limit the number of students admitted to an institution.

**402.0305 SOCIAL SECURITY NUMBERS**

The social security number shall be required from all entering students for a permanent and lasting record. When possible, an alternative number will be assigned and used by institutions for all purposes which do not require the social security number. In no event shall grades be posted by using the social security number. The University System of Georgia is dedicated to insuring the privacy and proper handling of confidential information pertaining to students and employees.

### 3. **Revision of *The Policy Manual*, Section 305, Grading System**

**Recommended:** That the Board approve a revision to the Board *Policy Manual*, Section 305, Grading System, effective January 16, 2008.

**Background and Rationale:** Proposed revisions to the grading policy are provided to clearly articulate grade point averages, calculations, and the use of rounding or truncating to two digits beyond the decimal point. This is the first iteration of revisions concerning the grading policy. A parallel information item will be presented in the Committee on Organization and Law. To complement the revised policy as it will appear in the Board *Policy Manual*, a set of guidelines will be included in the *Academic Affairs Handbook*.

**Understandings:** The proposed policy, Section 305: Grading System, constitutes a significant revision of the previous policy. Proposed revisions follow. Please note that the strike-through texts represent deletions from the current version, and the highlighted texts represent additions.

## **CURRENT POLICY**

### **305 GRADING SYSTEM**

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions in the determination of the Grade Point Average:

| <b>Grade</b> | <b>Grade Point Average</b> |
|--------------|----------------------------|
| A            | Excellent (4.0)            |
| B            | Good (3.0)                 |
| C            | Satisfactory (2.0)         |
| D            | Passing (1.0)              |
| F            | Failure (0.0)              |
| WF           | Withdrew (0.0)             |

### 3. Revision of *The Policy Manual*, Section 305, Grading System (Continued)

#### **CURRENT POLICY**

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

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

**"IP"** These symbols indicate that credit has not been given in courses that require a **"CP"** continuation of work beyond the term for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis hours and project courses. With the exception of Learning Support or Developmental Studies courses, and Regents' Test remediation courses, these symbols cannot be used for other courses. These symbols cannot be substituted for an **"I"** (BR Minutes, 1988-89, pp. 77-78; 1990-91, p. 61).

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

**"WM"** This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds ([704.0401](#)) The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term. (BR Minutes, October 2001.)

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

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

**3. Revision of *The Policy Manual*, Section 305, Grading System (Continued)****CURRENT POLICY**

**"V"** This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited (BR Minutes, 1989- 90, p. 146).

**"K"** This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty. (CLEP, AP, Proficiency, etc.) **"K"** credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed (BR Minutes, 1989-90, p. 146). Institutions are permitted to use other than the Uniform Grading System for the purpose of grading student progress in Learning Support or Developmental Studies (BR Minutes, 1974-75, pp. 109-11).

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

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

### 3. Revision of *The Policy Manual*, Section 305, Grading System (Continued)

#### REVISED POLICY

#### 305 GRADING SYSTEM

All institutions of the University System of Georgia shall be on a **4.00** grade point average system, **calculated to and truncated at two significant digits.** The following grades are approved for use in institutions in the determination of the Grade Point Average:

| Grade | Grade Point Average        |
|-------|----------------------------|
| A     | Excellent <b>(4.00)</b>    |
| B     | Good <b>(3.00)</b>         |
| C     | Satisfactory <b>(2.00)</b> |
| D     | Passing <b>(1.00)</b>      |
| F     | Failure <b>(0.00)</b>      |
| WF    | Withdrawn <b>(0.00)</b>    |

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

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

**"IP"** These symbols indicate that credit has not been given in courses that require a **"CP"** continuation of work beyond the term for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis hours and project courses. With the exception of Learning Support or Developmental Studies courses, and Regents' Test remediation courses, these symbols cannot be used for other courses. These symbols cannot be substituted for an **"I"** (BR Minutes, 1988-89, pp. 77-78; 1990-91, p. 61).

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



### 3. Revision of *The Policy Manual*, Section 305, Grading System (Continued)

#### REVISED POLICY

"WM" This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds ([704.0401](#)) The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term. (BR Minutes, October 2001.)

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

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

"V" This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited (BR Minutes, 1989- 90, p. 146).

"K" This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution's faculty. (CLEP, AP, Proficiency, etc.) "K" credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed (BR Minutes, 1989-90, p. 146). Institutions are permitted to use other than the Uniform Grading System for the purpose of grading student progress in Learning Support or Developmental Studies (BR Minutes, 1974-75, pp. 109-11).

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

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

#### **4. Establishment of a Doctor of Nursing Practice, Georgia Southern University**

**Recommended:** That the Board approve the request of President Bruce Grube that Georgia Southern University (“GSOU”) be authorized to establish a Doctor of Nursing Practice program, effective, effective January 16, 2008.

**Abstract:** GSOU seeks approval to establish a Doctor of Nursing Practice program. The degree is an applied, practice-focused program for advanced practice nurses. Degree preparation includes training in the direct care of individual patients, managed care for individuals and populations, administration of nursing systems, and the development and implementation of health policy. Consistent with the institution’s mission status of offering applied doctoral programs, the program is submitted in an effort to produce advanced practice nurses who can utilize disciplinary skills and knowledge to provide expert nursing care in a variety of settings. The program is different from a Doctor of Philosophy or Doctor of Nursing Science degree in that such programs prepare nurse scholars who examine, shape, and refine the discipline and health care within changing delivery systems.

**Need:** The program responds to the economic development plans of the region in terms of quality health care delivery and is a response to the University System of Georgia’s Task Force on Health Professions Education Findings and Recommendations. The program also responds to the American Association of Colleges and Nursing position statement concerning how graduates engage in evidence-based clinical prevention and health services for individuals, groups, and populations.

**Objectives:** Nurses prepared in doctor of nursing practice programs master a blend of clinical, organizational, economic, and leadership skills that enable them to critique nursing and other clinical scientific findings. Graduates of such programs also design programs of care delivery that are locally acceptable, economically feasible, and significantly health care outcomes.

**Curriculum:** The program will be housed within the School of Nursing. The post Master of Science in Nursing, Doctor of Nursing Practice program requires a minimum of 40 credit hours and is offered on a full-time basis over two years.

**Projected Enrolment:** The institution anticipates enrollments of 10, 10, and 10 students during the first three years of the program.

**Funding:** The program will be supported through the establishment of new courses. President Grube has provided reverification that funding for the program is available at the institution.

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

5. **Establishment of an External Master of Plant Protection and Pest Management Offered by the University of Georgia in Tifton, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish its existing Master of Plant Protection and Pest Management degree as an external program in Tifton, effective January 16, 2008.

Abstract: UGA seeks approval to establish its existing Master of Plant Protection and Pest Management degree as an external program in Tifton, Georgia. The Master of Plant Protection and Pest Management is an advanced degree currently offered only on the Athens campus. A similar program is needed in Tifton and would provide several benefits to UGA’s College of Agricultural and Environmental Sciences. Due to professional and family responsibilities, several county agricultural extension agents and other working professionals in South Georgia who would be interested in the program are unable to travel to Athens to complete course requirements. Offering the aforementioned degree in Tifton would expand opportunities for individuals in this area who have indicated a preference for such an applied advanced degree. The Master of Plant Protection and Pest Management would provide a second graduate degree option for undergraduates in Tifton who major in Agriscience and Environmental Systems. The opportunity to offer a graduate program in Tifton would enable students to complete their course work with minimal disruption to their research activities. Several field facilities are available on-campus and nearby for use in applied, hands-on instruction. Tifton’s ideal location in the heart of Georgia’s diverse and economically important agricultural industry would give students valuable opportunities for the internship requirement of the program. Offering the Master of Plant Protection and Pest Management in Tifton would extend opportunities to qualified students who might not otherwise have access to such an academic degree.

Delivery Method and Need: The admission standards for the program would be the same as those for students who attend classes at the home campus. A local advisory committee in Tifton would work closely with the advisory committee in Athens. The advisory committee based in Tifton will help develop the curriculum, direct students enrolled at Tifton, and aid in making the final decisions on student admittance for those seeking acceptance into the program. Students in the program will have access to UGA’s library resources in Tifton and at the immediately adjacent campus of Abraham Baldwin Agricultural College. In addition, UGA students in Tifton have access to the same web-based library databases, interlibrary loan programs, and other resources that are available to students on the Athens campus.

5. **Establishment of an External Master of Plant Protection and Pest Management Offered by the University of Georgia in Tifton, University of Georgia (Continued)**

Projected Enrollment: The institution anticipates enrollments of 10 to 15 students during the first three years of the distance delivery of the program.

Funding: The program will be supported through existing courses and existing faculty resources. President Adams has provided reverification that funding for delivery of the program is available at the institution.

Assessment: Student learning outcomes at the culmination of the program will be assessed by a formal end-of-program written exam, as well as submission of a written internship report. The program will be assessed through the institutional program review process and through monitoring the success of graduates in finding and retaining jobs in field. The Office of Academic Affairs will work with the institution to measure the success and continued effectiveness of the proposed program. The program will be reviewed in concert with the institution's programmatic schedule of comprehensive program reviews.

**6. Establishment of an External Specialist in Education with a Major in Media Offered via Multiple Technologies, University of West Georgia**

Recommended: That the Board approve the request of President Beheruz N. Sethna that the University of West Georgia (“UWG”) be authorized to establish its existing Specialist in Education with a major in Media as an external degree to be offered via multiple technologies, effective January 16, 2008.

Abstract: UWG seeks approval to offer its existing Specialist in Education with a major in Media as a distance education program due to the growing number of graduate students admitted who live further away from campus than expected and who have other time constraints that inhibit the feasibility of traveling to Carrollton. Program assessment data, both formative and summative, revealed that initial online classes offered through the program were well received by students who met curriculum objectives effectively. UWG asserts that a need exists for additional media specialists in the region to be placed in schools that can effectively integrate technology into the curriculum and assist with making informed school improvement efforts.

Delivery Method and Need: A few face-to-face (e.g., one to three) meetings are required in most of the classes. Students meet at the beginning of the semester on campus to be introduced to the course, instructor, other students, and to become familiar with online technologies used for the courses. Students will be required to complete the majority of their courses by distance education. The admission requirements are the same as those for students who seek courses that are solely offered on campus. Because some courses are more difficult to deliver online than others and students have diverse learning styles and needs, optional face-to-face sessions are provided for students. Several courses require that students come to class during the middle and end of the semester to take midterm and final exams. Based on increased enrollments with the introduction of online course offerings and studies conducted by the International Society for Technology in Education, UWG determined that the enhanced use of technology in the media program would further facilitate student academic success.

Projected Enrollment: The institution anticipates an initial cohort of 60 to 75 students for the program.

Funding: The program will be supported through existing courses and existing faculty resources. President Sethna has provided reverification that funding for delivery of the program is available at the institution.

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

7. **Establishment of an External Master of Science with a Major in Computational Science and Engineering Offered by Georgia Institute of Technology via Multiple Technologies, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G. Wayne Clough that Georgia Institute of Technology (“GIT”) be authorized to establish its existing Master of Science with a major in Computational Science and Engineering as an external degree to be offered via multiple technologies, effective January 16, 2008.

Abstract: GIT seeks approval to offer its existing Master of Science with a major in Computational Science and Engineering through the institution’s distance learning center. The institution’s College of Computing and Distance Learning and Professional Education Office contracted for a market demand survey to assess demand for graduates of computational science and engineering programs. The results indicate that a demand exists for the program to be offered externally. Graduates of the program will be able to integrate and apply principles from mathematics, science, engineering, and computing in order to innovate and create computational models and apply simulations to solve real-world problems.

Delivery Method and Need: A few face-to-face (e.g., one to three) meetings are required in most of the classes. Required core courses will be offered through GIT’s distance learning program. Several elective courses, though not all, will also be available through multiple technologies. The faculty in the College of Computing will work with students choosing this external degree format to advise them on their course options and specialties, especially as to which courses may require on campus activity. Students will be provided opportunities to take courses both on and off campus to complete this program. Admission to the program is the same as for students selecting the full, on-campus program.

Projected Enrollment: The institution anticipates an initial cohort of 10 to 15 students for the program.

Funding: The program will be supported through existing courses and existing faculty resources. President Clough has provided reverification that funding for delivery of the program is available at the institution.

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

**8. Substantive Change and Merger of Master of Education and Specialist in Education Programs, Georgia Southwestern State University**

Recommended: That the Board approve the request of President Kendall Blanchard that Georgia Southwestern State University (“GSWU”) be authorized to substantively change and merge existing Master of Education and Specialist in Education programs, effective January 16, 2008.

Abstract: GSWU seeks approval to collapse existing Master of Education programs into one Master of Education degree in Curriculum and Instruction with three concentrations: Early Childhood Education, Special Education, and General Content Education (all fields). The following is a list of current Master of Education programs:

Master of Education – Early Childhood Education  
Master of Education – Middle Grades Education  
Master of Education – Health and Physical Education  
Master of Education -- Secondary Mathematics  
Master of Education -- Secondary History  
Master of Education – Reading Education

In addition, GSWU requests approval to collapse the Specialist in Education with a major in Early Childhood Education and the Specialist in Education with a major in Middle Grades Education into one Specialist in Education degree in Learning and Leading with concentrations in Early Childhood Education, Special Education, and General Content Education (all fields).

All candidates currently matriculating in the aforementioned programs will be allowed to complete their degrees. In the meantime, the programs will be deactivated as steps are taken to ensure timely progression toward degree completion.

**9. Ratification of the Substantive Change of Communication Sciences and Disorders Discipline, Armstrong Atlantic State University**

Recommended: That the Board ratify Chancellor Erroll B. Davis' approval of Armstrong Atlantic State University's ("AASU") request to substantively change programs offered in Communication Sciences and Disorders. At its November 2007 meeting, the Board of Regents authorized Chancellor Davis to take any actions necessary on behalf of the Board during the month of December with such actions to be ratified by the Board at the January meeting. This ratification supports action taken by the Chancellor in a letter dated December 4, 2007.

Abstract: AASU requested approval to substantively change the curriculum of degrees offered in Communication Sciences and Disorders and to expand the graduate program in this discipline. To that end, the following changes were approved during the recess:

- Conversion of the Bachelor of Science in Education with a major in Communication Sciences and Disorders to the Bachelor of Science with a major in Communication Sciences and Disorders;
- Conversion of the Master of Education with a major in Communication Sciences and Disorders to the Master of Science with a major in Communication Sciences and Disorders; and
- Expansion of the Master of Science with a major in Communication Sciences and Disorders from 36 semester hours to a maximum of 60 semester hours.

Upon moving the programs from the College of Education to the College of Health Professions, the disciplinary area, which is housed in the Speech-Language Pathology Department, sought and quickly gained American Speech-Language-Hearing Association accreditation. The revised degree nomenclature and curriculum more adequately reflect the current curriculum of students in this discipline. Revisions to the curriculum constitute a change in the sciences and mathematics, and students are required to take a track designated for clinical health majors. In addition, the degrees are now in line with other programs offered through the College of Health Professions. The waiver to degree length for the master's program was requested in order to maintain currency with comparable programs in the region and allow students to be trained more thoroughly. As the scope of practice expands in this area, students will be required to have coursework in several content areas such as swallowing disorders or dysphagia, dialect and language differences, and counseling persons with communication disorders.



**10. Administrative and Academic Appointments and Personnel Actions, Various System Institutions**

The administrative and academic appointments are reviewed by the Chair of the Committee on Academic Affairs.

**11. Revision of Institutional Statutes, Waycross College**

Recommended: That the Board approve the request of President David A. Palmer that Waycross College (“WC”) be authorized to revise its institutional statutes, effective January 16, 2008.

Abstract: WC has engaged in a process to review and revise its institutional statutes. The revision follows the institutional governance structure, organization, and committees and councils of the institution. Revised sections of the statutes were approved by the faculty and staff. WC seeks approval from the Board for recent amendments to the statutes. Changes to the statutes incorporate recent changes in Board policy.

The statutes have been reviewed by the Office of Legal Affairs and the Office of Academic Affairs. The statutes were found to be in compliance with Board of Regents policies. The revised statutes will remain on file in the Office of Academic Affairs.

**12. Establishment of the Jane Willson Professorship in the Arts, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Jane Willson Professorship in the Arts, effective January 16, 2008.

Abstract: UGA seeks approval to establish the Jane Willson Professorship in the Arts in the Franklin College of Arts and Sciences. The Willson Professorship in the Arts was fully funded by a gift from Jane Willson in support of the arts at the University of Georgia. The professorship will be awarded to an outstanding full professor in the arts within the Franklin College. The holder of this special faculty position will be widely recognized at a national level for creative activity in the arts and will have a strong record of teaching and service to the University. The professorship is supported by an endowment of \$254,837. The funding amount exceeds the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: Jane and the late Harry Willson, while not graduates of the University of Georgia, developed strong ties to the University and have been supportive of educational and civic activities throughout the state. They founded, among other businesses, Sunnyland Farms, which is based in their hometown of Albany, Georgia and is the largest mail order pecan products business in the country. Jane earned a Bachelor of Arts degree from Wellesley College in 1945. Harry earned a Bachelor of Arts degree from Emory University in 1941 and a Master of Business Administration degree from Harvard University in 1943. The Willsons have four children: Bill, Arthur, Larry, and Jane. The Willsons shared a passion for making the world a better, safer, and happier place for humanity.

**13. Establishment of Two Haines Family Distinguished Professorships in Field Botany, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish two Haines Family Distinguished Professorships in Field Botany in the Franklin College of Arts and Sciences, effective January 16, 2008.

Abstract: UGA seeks approval to establish two Haines Family Distinguished Professorships in Field Botany in the Franklin College of Arts and Sciences. Per the planned gift agreement, the first Haines Family Distinguished Professorship will be designated for below ground botany to support the study of plant biology below the surface of soil-land. The second Haines Family Distinguished Professorship will be designated for above ground botany to support the study of plant biology above the surface of soil-land. The individuals named to these professorships will have outstanding national reputations in field botany. The professorships are supported with a total fund balance of \$1,030,915 for the two Haines Family Distinguished Professorships (\$515,251 for below ground field botany and \$515,664 for above ground field botany). The funding amounts accorded for each professorship exceed the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: The aforementioned professorships are funded by a gift made by the late Dr. Bruce L. Haines to honor his father and mother. University of Georgia scientist, Bruce Lee Haines, was a private man whose life revolved around his research on plant ecology and who enjoyed discussing science with graduate students and fellow faculty. Haines, who held a doctorate in botany from Duke University, joined UGA in 1974 as a research associate in botany and was an associate professor of botany when he passed away in February 2007. Dr. Haines made a bequest to honor his father and mother, who held botany degrees from The University of California, taught science in high school and junior college, and who instilled an early love of science and nature in Haines and his two sisters.

**14. Establishment of the University of Georgia Foundation Professorship in the College of Public Health, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the University of Georgia Foundation Professorship in the College of Public Health, effective January 16, 2008.

Abstract: UGA seeks approval to establish the University of Georgia Foundation Professorship in the College of Public Health. The special professorship was funded entirely by the University of Georgia Foundation. The individual named to this professorship shall be a senior faculty member identified through a national search. The duties of the appointed professor will be teaching graduate courses, conducting research, and participating in public service by promoting health in human populations within the state and around the world. The professorship is supported by an endowment of \$307,906. The funding amount exceeds the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

**15. Establishment of the Athletic Association Professorship in Math and Science Education, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Athletic Association Professorship in Math and Science Education, effective January 16, 2008.

Abstract: UGA seeks approval to establish the Athletic Association Professorship in Math and Science Education in the Department of Math and Science Education of the College of Education. The professorship was fully funded by a gift from the University of Georgia Athletic Association. The professorship will allow the College of Education to attract a national research professor in mathematics and science education and will be filled following a national search. The holder will be appointed at the rank of associate professor or full professor. The Athletic Association Professorship will help strengthen and meet challenges in this field as well as benefit K-12 mathematics and science education in Georgia and nationally. The professorship is supported by an endowment of \$250,000. The funding amount exceeds the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Additional Details: The University of Georgia conducts a broad program of intercollegiate athletics which includes 20 sports (e.g., 11 women’s teams, 9 men’s teams). The University is a member of the Southeastern Conference and the National Collegiate Athletic Association, and abides strictly by the regulations and policies of these groups. The Board of Directors of the Athletic Association, composed of faculty, alumni, and student representation with the president of the University as Chairman, has general control of internal policies of the University relating to all phases of intercollegiate athletics.

**16. Establishment of the Thomas Clark Dowden Professorship, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Thomas Clark Dowden Professorship, effective January 16, 2008.

Abstract: UGA seeks approval to establish the Thomas Clark Dowden Professorship in the Department of Telecommunications, Grady College of Journalism. This professorship was funded by a repurposing of an existing gift from Tom Dowden to increase the faculty endowment of the college and the university. The Gift Acceptance Committee approved repurposing of the Dowden Center for Telecommunication Students Fund to establish the Dowden Professorship. The Dowden Professor will hold the rank of associate professor or full professor and will direct research on social, political, and economic issues involving media in the converged landscape. The professorship is supported by an endowment of \$347,922. The funding amount exceeds the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Additional Details: A pioneer in cable media, Tom Dowden is a Grady College and UGA alumnus (A.B.J., 1962; M.A. in Political Science, 1964) and founder and director of Dowden Communications. He is an emeritus chairman and member of the Peabody Awards Board and emeritus University of Georgia Foundation trustee. Mr. Dowden received Grady’s John Holliman Award for Lifetime Achievement in 1990. Evoking intellectual pioneership, it is appropriate that the Dowden Professorship set its sights on a vital research, teaching and service mission for media at a time in which pioneering thought is the norm. In so doing, the professorship honors the original purposes of the Dowden Center and extends these objectives via the intellectual energy and entrepreneurship of the Dowden Professor.

**17. Establishment of the Otis A. Brumby, Jr. Distinguished Professorship in First Amendment Law, University of Georgia**

Recommended: That the Board approve the request of President Michael F. Adams that the University of Georgia (“UGA”) be authorized to establish the Otis A. Brumby, Jr. Distinguished Professorship in First Amendment Law, effective January 16, 2008.

Abstract: UGA seeks approval to establish the Otis A. Brumby, Jr. Distinguished Professorship in First Amendment Law in the School of Law. The Brumby Distinguished Professor will hold a joint appointment with the Grady College and the School of Law. The special faculty position will be housed in the School of Law and will support teaching, research, and public service in the area of First Amendment Law. The candidate will be identified through a search process. The distinguished professorship is supported by endowment accounts with the Arch Foundation of the University of Georgia and the University of Georgia Foundation. As of December 11, 2007, combined fund balances for the two accounts totaled \$654,460. The funding amount exceeds the minima requirement of \$400,000 for distinguished professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Additional Details: Mr. Otis Brumby received his early education at the Capital Page School in Washington, D. C. and graduated from the University of the South in Sewanee, Tennessee in 1962. He was admitted to the State Bar of Georgia in December 1964 and received his Bachelor of Laws (“LLB”) degree from the University of Georgia School of Law in 1965. Mr. Brumby is president and publisher of the Marietta Daily Journal and Neighbor Newspapers, Inc. which publishes two daily and 28 community newspapers in 11 counties of metropolitan Atlanta. This distinguished professorship is a tribute to Mr. Brumby’s strong personal and professional beliefs in the First Amendment and the freedoms it affords American citizens.



**18. Establishment of the Michael E. Tennenbaum Family Chair and Georgia Research Alliance Eminent Scholar in Energy Sustainability, Georgia Institute of Technology**

Recommended: That the Board approve the request of President G. Wayne Clough that Georgia Institute of Technology (“GIT”) be authorized to establish the Michael E. Tennenbaum Family Chair and Georgia Research Alliance Eminent Scholar in Energy Sustainability, effective January 16, 2008.

Abstract: GIT seeks approval to establish the Michael E. Tennenbaum Family Chair and Georgia Research Alliance Eminent Scholar in Energy Sustainability. The holder of the special, endowed position will foster a seminal research and instructional program in the emerging energy area. The chair is supported by an endowment of \$1.5 million. The funding amount exceeds the minima requirement of \$500,000 for chairs established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: The special faculty position is made available through the generosity of Michael E. Tennenbaum and the Georgia Research Alliance. Mr. Tennenbaum is an investment banker and senior managing partner of Tennenbaum Capital Partners. He is also a trustee emeritus of the Georgia Tech Foundation. In addition to his leadership of Tennenbaum Capital Partners, Michael Tennenbaum is chairman of PEMCO Aviation Group, chairman of Anacomp, vice-chairman of Party City Corp. and former vice chairman of Investment Banking of Bear, Stearns and Co., Inc. where he served in various capacities for 34 years.

**19. Establishment of the Bobby Lee Cook Professorship, Georgia State University**

Recommended: That the Board approve the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to establish the Bobby Lee Cook Professorship, effective January 16, 2008.

Abstract: GSU seeks approval to establish the Bobby Lee Cook Professorship in the College of Law. The Bobby Lee Cook Professorship will highlight the College of Law’s focus on teaching and scholarly research that bridges theory and practice. The holder of the Bobby Lee Cook Professorship shall be engaged in highly visible teaching, research, and service, or administrative activities consistent with the purpose of the professorship and his or her own academic interests. The professorship will enhance the visibility of the College of Law and underscore the importance of law both as an academic discipline and a profession. The professorship is supported by an endowment of \$285,000. The funding amount exceeds the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: Bobby Lee Cook, a prominent Georgia attorney who specializes in civil, criminal and municipal law, was born in 1927 in Lyerly, Georgia. He was educated at Vanderbilt University and the University of Alabama School of Law and has been a member of the Georgia bar since 1949. He is a member of the following professional associations: Lookout Mountain Bar Association, American Bar Association, State Bar of Georgia (Chairperson: Georgia Criminal Justice Committee, 1979 – 1980; Criminal law Advisory Committee, 1979 – 1980), Roscoe Pound Foundation, Georgia Association of Criminal Defense Lawyers, Georgia Association of Plaintiff’s Attorneys, The Association of Trial Lawyers of America, Trial Lawyers for Public Justice, The Academy of Florida Trial Lawyers, Texas Trial Lawyers Association, and the California Attorneys for Criminal Justice. Mr. Cook has received numerous awards and citations for his work. His law office is located in Summerville, Georgia. Recently, Mr. Cook made several significant donations to the Georgia State University College of Law.

20. **Establishment of the Mark and Evelyn Trammell Chair in Tax Law, Georgia State University**

**Recommended:** That the Board approve the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to establish the Mark and Evelyn Trammell Chair in Tax Law, effective January 16, 2008.

**Abstract:** GSU seeks approval to establish the Mark and Evelyn Trammell Chair in Tax Law at the College of Law. The Mark and Evelyn Trammell Chair in Tax Law will be the cornerstone of the College of Law’s Tax Law program and its nationally acclaimed Tax Clinic. The holder of the Mark and Evelyn Trammell Chair shall be engaged in highly visible teaching, clinical education, research, and service or administrative activities consistent with the purpose of the endowed chair and his or her own academic interests. The chair will benefit the communities served by Georgia State University by providing leadership in the discipline of tax law. The chair is supported by an endowment of \$552,000. The funding amount exceeds the minima requirement of \$500,000 for chairs established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

**Biosketch:** The Mark and Evelyn Trammell Foundation has made several leadership gifts to Georgia State University’s College of Law Tax Clinic. These gifts reflect the late Trammell’s interest in education and in assuring that persons from all walks of life are fairly represented in their dealings with tax administration systems. Mark and Evelyn Trammell were Atlanta residents who experienced success in business and pursued charitable interests during their lifetimes. Philip C. Cook, a partner at Alston & Bird, LLP, is Chairman of the Board of Trustees of the foundation.

**21. Establishment of the Catherine C. Henson Professorship, Georgia State University**

Recommended: That the Board approve the request of President Carl V. Patton that Georgia State University (“GSU”) be authorized to establish the Catherine C. Henson Professorship, effective January 16, 2008.

Abstract: GSU seeks approval to establish the Catherine C. Henson Professorship at the College of Law. The Catherine C. Henson Professorship will highlight the College of Law’s focus on teaching and scholarly research that bridges theory and practice. The holder of the Catherine C. Henson Professorship shall be engaged in highly visible teaching, research, and service or administrative activities consistent with the purpose of the professorship and his or her own academic interests. The professorship is supported by an endowment of \$212,000. The funding amount exceeds the minima requirement of \$200,000 for professorships established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

Biosketch: Catherine C. Henson is the founder and president of the Georgia School Council Institute, a nonprofit organization that facilitates collaboration among parents, educators and members of the business community to improve Georgia’s public schools. She is a graduate of Georgia State University’s College of Law, and an advocate for the improvement of public education as a parent, educator and member of the business community. Ms. Henson served on the State Board of Education from 1999 to 2003 and was the first woman to be elected Chairman of the Board. At the forefront of education reform, she served on the Georgia Education Reform Study Commission in 1999 and 2000, and on the Closing the Achievement Gap Commission in 2001 and 2002. Early in her career, Ms. Henson taught seventh grade English in upstate New York. Ms. Henson serves on the boards of directors of the Georgia Chamber of Commerce, the Board of Visitors of Georgia State University University’s College of Law, the Foundation of Southern Polytechnic State University, the Georgia Partnership for Excellence in Education, and the Tech High Charter School. For several years *Georgia Trend* magazine has named Ms. Henson one of the 100 most powerful and influential Georgians. She has established an endowed scholarship and is contributing toward an endowed professorship at Georgia State University’s College of Law.

22. **Conversion of the Roy Witherington, M.D. Endowed Chair in Urology to the Roy Witherington, M.D. Distinguished Chair in Urology, Medical College of Georgia**

Recommended: That the Board approve the request of President Daniel W. Rahn that the Medical College of Georgia (“MCG”) be authorized to convert the existing Roy Witherington, M.D. Endowed Chair in Urology to the Roy Witherington M.D. Distinguished Chair in Urology, effective January 16, 2008.

Abstract: MCG seeks to convert the Roy Witherington, M.D. Endowed Chair in Urology to the Roy Witherington, M.D. Distinguished Chair in Urology. The Medical College of Georgia’s Foundation has in excess of \$1 million in this fund to cover the conversion to “Distinguished Chair” status. The funding amount meets the minima requirement of \$1,000,000 for distinguished chairs established at the research and regional university levels as stipulated in *The Policy Manual*, Section 803.0402.

**23. Revised Academic Program Degree Waivers, Southern Polytechnic State University**

Recommended: That the Board approve the request of President Lisa A. Rossbacher that Southern Polytechnic State University (“SPSU”) be approved to appropriately reflect program hour requirements according to the list below for specific engineering technology and other programs, effective January 16, 2008.

Abstract: In order to reconcile SPSU’s waiver approvals with the credit hour totals being used by the Georgia Student Finance Commission, the following new hours are requested for Board approval:

|  | Hours Approved |            |
|--|----------------|------------|
|  | <u>Old</u>     | <u>New</u> |
| Bachelor of Architecture (5 year program)                      | 150            | 152        |
| B.S. with a major in Industrial Engineering Technology         | 128            | 130        |
| B.S. with a major in Apparel/Textile Engineering Technology    | 128            | 130        |
| B.S. with a major in Civil Engineering Technology              | 128            | 130        |
| B.S. with a major in Computer Engineering Technology           | 128            | 130        |
| B.S. with a major in Electrical Engineering Technology         | 128            | 130        |
| B.S. with a major in Mechanical Engineering Technology         | 128            | 130        |
| B.S. with a major in Construction Management                   | 128            | 130        |
| B.S. with a major in Surveying and Mapping                     | 128            | 130        |
| B.S. in Software Engineering                                   | 128            | 130        |
| B.S. with a major in Telecommunications Engineering Technology | 128            | 130        |
| B.S. in Construction Engineering                               | 128            | 130        |
| B.S. with a major in Mechatronics Engineering                  | 128            | 130        |
| B.S. in Systems Engineering                                    | 128            | 130        |

The credit hour revisions reflect curriculum requirements for the aforementioned disciplinary areas as offered under a baccalaureate degree.

**24. Revised Academic Program Degree Waivers, Valdosta State University**

Recommended: That the Board approve the request of President Ronald M. Zaccari that Valdosta State University (“VSU”) be approved to appropriately reflect program hour requirements according to the list below for specific education programs, effective January 16, 2008.

Abstract: In order to reconcile VSU’s waiver approvals with the credit hour totals being used by the Georgia Student Finance Commission, the following revised hours are requested for Board approval:

All Bachelor of Science in Education in Secondary Teaching programs, 126 hours  
Bachelor of Fine Arts with a major in Art Education , 132 hours  
Bachelor of Music with a major in Music Education, 133 hours  
Bachelor of Science in Education in Business Education, 126 hours

The credit hour revisions reflect curriculum requirements for the aforementioned disciplinary areas as offered under a baccalaureate degree.

**25. Creation of a Faculty Assembly, South Georgia College**

Recommended: That the Board approve the request of President Tori Lilly that South Georgia College (“SGC”) be approved to establish a faculty assembly, effective January 16, 2008.

Abstract: SGC seeks approval to establish a faculty assembly in order to promote the growth and general welfare of the college. The change in governance was adopted by the faculty of South Georgia College for the benefit of the institution. The bylaws provide details concerning the power and duties, organization, and amendments of the faculty assembly. The faculty assembly will have the authority to consider, advise, and recommend to the Vice President for Academic Affairs or, if appropriate, through the Vice President for Academic Affairs to the President, policies and procedures in matters which concern the general welfare of the faculty including, but not limited to issues concerning promotion and tenure, priorities for the college budget and development plan, changes in physical facilities, criteria for the selection of campus administrative officers, and policies concerning student life and responsibilities.

A copy of the faculty assembly bylaws will remain on file in the Office of Academic Affairs.



26. **Information Item: Report on Master of Business Administration Programs in the University System**

The Vice Chancellor for Academic Planning and Programs, Sandra S. Stone, will discuss Master of Business Administration programs in the University System.

**AGENDA**

**COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY**

**January 15, 2008**

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**INFORMATION ITEM**

1. Update on Information and Instructional Technology Services and Operations 1

## AGENDA

### COMMITTEE ON INFORMATION AND INSTRUCTIONAL TECHNOLOGY

January 15, 2008

1. **Update on Information and Instructional Technology Services and Operations**

A number of changes have occurred following the transition last July to permanent leadership in the Office of Information and Instructional Technology “OIIT”. The Vice Chancellor for Information and Instructional Technology and Chief Information Officer, Thomas L. Maier will provide an update on OIIT 2.0, the name given to the reorganization designed to transform OIIT into a service focused organization. Dr. Maier will then introduce his new senior leadership team composed of the Associate Vice Chancellor for Services, Kris A. Biesinger, and the Associate Vice Chancellor for Operations, John R. “Reid” Christenberry.

All three individuals will present portions of updates on the status of major projects underway such as Georgia ONmyLINE, Student System Consolidation, and PeopleSoft Financials enhancements. In addition, areas of significant risk and opportunity facing OIIT and the University System going forward will be highlighted.

## AGENDA

### COMMITTEE ON ORGANIZATION AND LAW

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#### APPROVAL ITEM

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6. Approval of the Georgia State University Mutual Aid Agreement with the Fulton County Police Department 6
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## **AGENDA**

### **COMMITTEE ON ORGANIZATION AND LAW**

**January 15, 2008**

**1. Applications for Review**

Applications for review are appeals made to the Board of Regents pursuant to Article VIII of The Bylaws. They are usually personnel matters and issues of academic status, which are discussed in Executive Session.

2. **Georgia Public Library Service Procedures: Delegation of Authority to Chancellor**

Recommended: That the Board delegate to the Chancellor authority to adopt and implement procedures for the Georgia Public Library Service (“GPLS”).

Background: At the Chancellor’s direction, the State Librarian will receive comment, through public meetings and other forms of public communication, to effectuate the broadest possible participation by the public library community and its users in public discussion concerning GPLS procedures. It is recommended that the Board authorize the Chancellor to take those actions which he believes necessary and proper with regard to the adoption and implementation of GPLS procedures.

2. **Approval of the Georgia State University Mutual Aid Agreement with the Atlanta Police Department**

Recommended: That the Board approve the following mutual aid agreement between Georgia State University and the Atlanta Police Department, effective January 16, 2008.

Background: Georgia State University has reached an agreement with the Atlanta Police Department to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-3 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.

**3. Approval of the Georgia State University Mutual Aid Agreement with the Fulton County Sheriff's Office**

Recommended: That the Board approve the following mutual aid agreement between Georgia State University and the Fulton County Sheriff's Office, effective January 16, 2008.

Background: Georgia State University has reached an agreement with the Fulton County Sheriff's Office to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-3 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.



4. **Approval of the Georgia State University Mutual Aid Agreement with the Fulton County Marshall's Office**

Recommended: That the Board approve the following mutual aid agreement between Georgia State University and the Fulton County Marshall's Office, effective January 16, 2008.

Background: Georgia State University has reached an agreement with the Fulton County Marshall's Office to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-3 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.

5. **Approval of the Georgia State University Mutual Aid Agreement with the Fulton County Police Department**

Recommended: That the Board approve the following mutual aid agreement between Georgia State University and the Fulton County Police Department, effective January 16, 2008.

Background: Georgia State University has reached an agreement with the Fulton County Police Department to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-3 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.

6. **Approval of the Georgia State University Mutual Aid Agreement with the Alpharetta Police Department**

Recommended: That the Board approve the following mutual aid agreement between Georgia State University and the Alpharetta Police Department, effective January 16, 2008.

Background: Georgia State University has reached an agreement with the Alpharetta Police Department to provide for the rendering of extraterritorial assistance as defined in Georgia Code 36-69-2 (local emergency) and under the conditions established in Georgia Code 36-69-3 (extraterritorial cooperation and assistance to local law enforcement agencies or fire departments; commander of operations). The mutual aid agreement follows a statutory format and has been approved by the Office of Legal Affairs.

## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

January 15, 2008

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## AGENDA

### COMMITTEE ON FINANCE AND BUSINESS OPERATIONS

January 15, 2008

1. **Renewal and Amendments of Agreements Between the Board of Regents and MCG Health, Inc. Regarding Medical College of Georgia Hospitals and Clinics**

Recommended: That the Board approve renewal of the Master Affiliation Agreement and all Associated Agreements for fiscal year 2008 (July 1, 2007 through June 30, 2008) between the Medical College of Georgia (“MCG”) and MCG Health, Inc. (“MCGHI”) regarding the operation of MCG Hospitals and Clinics, with amendments. A copy of the proposed agreements is on file in the office of Fiscal Affairs.

Background: In January 2000, the Board of Regents approved the Master Affiliation Agreement between the Board of Regents and MCGHI for the operation and management of the MCG Hospitals and Clinics. The Master Affiliation Agreement was the first of a series of agreements that cover facilities, assets, employees and other elements involved in the transfer of operation and management effective July 1, 2000. It embodies the fundamental understanding of the parties regarding the proposed affiliation and expresses the interests of the parties in negotiating the terms of the Associated Agreements.

The Board of Regents approved the Associated Agreements in April 2000. The Associated Agreements spell out, in detail, the terms of the transfer and the ongoing relationships between MCG and MCGHI, and between MCGHI and the MCG Physicians Practice Group (“PPG”). The Master Affiliation Agreement was amended in April 2000 to conform its provisions to the terms of the Associated Agreements.

The Associated Agreements include the Master Lease; the Clinical, Educational and Research Services Agreement (“CERSA”); the Operations and Services Agreement (“OSA”); the Personnel Agreement; the Asset Transfer Agreement detailing the assets and liabilities to be transferred; and the MCGHI/PPG Agreement. All of these agreements, with the exception of the Master Lease whose term is 10 years, are renewable at the end of each fiscal year, with approval of the Board of Regents and the Board of Directors of MCGHI. The Affiliation Agreement provides for both parties to propose amendments to the agreements that may be negotiated with the renewal.

Major changes include:

Total funding for Graduate Medical and Dental Education has been set at \$22,738,861.08 for fiscal year 2008, from \$21,447,224.89 in fiscal year 2007.

1. **Renewal and Amendments of Agreements Between the Board of Regents and MCG Health, Inc. Regarding Medical College of Georgia Hospitals and Clinics (Continued)**

The number of dental residents funded by MCGHI has been expanded. Over the next three years, MCGHI will begin to receive reimbursement for these costs from the federal government.

MCGHI will provide new funding to assist MCG with governmental relations. Also, MCG and MCGHI have re-balanced the proportional funding from MCGHI for certain publications, to reflect the amount of coverage MCGHI receives in those publications.

2. **Addition to *The Policy Manual*, Section 713, Board of Regents' Retiree Health Benefit Fund Investment Policy**

**Recommended:** That the Board of Regents approve an addition to *The Policy Manual*, Section 713, Board of Regents' Retiree Health Benefit Fund Investment Policy, to become effective immediately.

**Background:** Under new Governmental Accounting Standards Board ("GASB") rules, the Board of Regents is required to report annually on the accrued actuarial liability of other post employment benefits (e.g., life and health insurance benefits) provided to system retirees. Currently, that liability is approximately \$2.1 billion. Under GASB rules, the Board is permitted to make annual contributions to fund that liability over a set time period (e.g. 30 years). GASB further recommends that organizations establish separate trust funds for the deposit of contributions and premiums and the payment of the liability and claims for retirees. By state law, a benefit fund provides the Board with the flexibility to also invest in equities.

In 2007, the Georgia General Assembly approved legislation establishing a retiree benefit fund for the Board of Regents health insurance program. Since that time, steps have been taken to establish separate accounts and develop an investment policy. The proposed investment policy has both short and long term objectives. The short-term objectives are based on the assumption that, initially, contributions to the fund, other than retiree premiums, will be limited. This means that fund resources will be needed primarily to pay claims costs and, therefore, the investment strategy envisions use of short-term fixed income asset and cash equivalent investments to maintain liquidity in the fund while earning a reasonable return. The long-term objective assumes that at some future date resources in the fund will be such that greater diversification of the investment portfolio will be possible and that greater returns can possibly be realized.

**713 BOARD OF REGENTS' RETIREE HEALTH BENEFIT FUND INVESTMENT POLICY**

**A. PURPOSE**

The Board of Regents' Retiree Health Benefit Fund ("the Benefit Fund") is established by Georgia state law to provide a steady stream of support for the mission of the Benefit Fund. As such its assets are to be invested in a prudent manner that seeks to ensure the Benefit Fund assets grow to support the spending requirements of the Benefit Fund. The minimum funding requirements of O.C.G.A. 47-20-10 shall not apply to prefunding, in whole or in part, of anticipated future costs of providing other post-employment benefits as defined by Governmental Accounting Standards Board Statements Number 43 and Number 45 for retired employees of a political subdivision including those presently retired and those anticipated to retire in the future, as provided in O.C.G.A. 47-20-10.1.

2. **Addition to *The Policy Manual*, Section 713, Board of Regents' Retiree Health Benefit Fund Investment Policy (Continued)**

This investment policy provides a set of guidelines that govern the investment of these assets. The guidelines include asset allocation, allowable investments, quarterly standards and performance standards overall and by specific category.

**B. GENERAL OBJECTIVES**

Investments will be made for the sole benefit of the Board of Regents Retiree Health Insurance Benefit Fund. Specifically the portfolio should be guided by the following objectives:

- i.** The assets must be invested with the skill, care and diligence that a prudent investor would use in a similar capacity.
- ii.** The Benefit Fund should seek to earn the projected spending rate plus inflation over a full market cycle (generally 48-60 months).
- iii.** The Benefit Fund should seek to outperform relevant market indices over a full market cycle.

**C. RESPONSIBILITIES**

The Board of Regents has oversight regarding all trust fund decisions. The Board has delegated the oversight role to the Finance and Business Operations Committee. This Committee has the responsibility to ensure that the Benefit Fund assets are managed:

- i.** For the exclusive benefit of the Retiree Health Insurance Benefit Fund
- ii.** Prudently and in compliance with applicable laws and regulation, and
- iii.** Effectively so that the assets will increase over time (on an inflation adopted basis).

The Committee, with the consent of the Board, has the power to appoint professional money managers to execute the Benefit Fund's investment strategy.

Responsibilities include developing investment goals, objectives and performance measurement standards which are consistent with the needs of the Benefit Fund, communicating the investment goals, objectives and standards to the professional money manager including any material changes that may subsequently occur; and determining how the Benefit Fund assets should be allocated among asset classes. The Committee will also review and evaluate the results of the professional money manager in the context of mutually accepted standards of performance.



2. **Addition to *The Policy Manual*, Section 713, Board of Regents' Retiree Health Benefit Fund Investment Policy (Continued)**

D. MONITORING OF OBJECTIVES

The Retiree Benefit Fund will be monitored for adherence to investment philosophy, returns relative to objectives and investment risk (as measured by asset concentration, exposure to extreme economic conditions and volatility). The Committee will conduct periodic reviews of the professional money manager in order to confirm that the factors underlying the performance expectations remain in place. The Committee shall meet with the professional money manager at least semi annually.

E. SHORT-TERM INVESTMENT PORTFOLIO

The Benefit Fund's short-term portfolio should seek to provide preservation and enhancement of capital. The Fund will need liquidity and income annually and therefore will only accept minimal short-term volatility in those assets providing income; however a portion of short-term assets may be invested for the longer term, and volatility in these asset categories is to be expected and managed. The short-term investment objective is to consistently outperform selected weighted market indices and is expected to rank at or above the median when compared to a universe of its peers managing similar portfolios and following a similar investment style such as the Georgia One fund, or the Georgia Extended Asset Pool.

The long-term investment objective for the Fund's short-term portfolio is to achieve an average annual total rate of return in excess of the inflation rate (as measured by the Consumer Price Index) *plus* 1% for the aggregate investments under this investment policy evaluated over rolling three to five year periods, net of investment management and advisory fees. This is based on targeting allocations in fixed income assets and cash equivalents to meet the current period plan obligations, as outlined in the investment statement. A secondary objective to be considered is diversification and risk management. A third objective is to invest principally in liquid and marketable instruments consistent with anticipated cash requirements.

F. LONG-TERM INVESTMENT PORTFOLIO

The Fund's long-term investment portfolio should seek to provide annual income growing in line with inflation with the secondary investment objective to seek growth of principal over time. The Fund will need liquidity and income annually and therefore will only accept minimal short-term volatility in those assets providing income, however the majority of assets are to be invested for the long-term, and some volatility in these asset categories is to be expected and managed.

The long-term investment objective for the Trust's long-term portfolio is to achieve an average annual total rate of return in excess of the inflation rate (as measured by the Consumer Price Index) *plus* 5% for the aggregate investments under this Investment Policy Statement evaluated over rolling three to five year periods. This return, which is to be net of investment management

2. **Addition to *The Policy Manual*, Section 713, Board of Regents' Retiree Health Benefit Fund Investment Policy (Continued)**

and advisory fees, is based on targeting allocations in equities, fixed income and other assets and cash equivalents, as outlined in the investment statement. The short-term investment objective is to consistently outperform selected weighted market indices. The overall short-term objective is the preservation and enhancement of capital. A secondary objective to be considered is diversification and risk management. A third objective is to invest principally in liquid and marketable instruments.

**3. Information Item: Update on the University System of Georgia Health Insurance Program**

The Interim Vice Chancellor for Fiscal Affairs, Usha Ramachandran, will provide an update on the University System of Georgia (“USG”) health insurance program. The update will include the introduction of the new Vice Chancellor for Health and Life Benefits, an enrollment summary for all health insurance plans, including the new USG High Deductible Healthcare Plan (“HDHP”), and information on the release of the USG health insurance Request for Proposal (“RFP”) for plan year 2009.

**4. Information Item: Medical College of Georgia Health Systems, Inc. Project 2008**

The Interim Vice Chancellor for Fiscal Affairs, Usha Ramachandran, will provide a brief overview of the Medical College of Georgia Health Systems Inc. (“MCGHI”) Project 2008, a plan to update facilities and equipment for the benefit of the Medical College of Georgia academic programs.

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### COMMITTEE ON REAL ESTATE AND FACILITIES

January 15, 2008

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## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

January 15, 2008

1. **Demolition, Ground Lease and Rental Agreement, Student Housing, Georgia Southern University**

Recommended: That the Board declare approximately 5.27 acre tract of improved real property on the campus of Georgia Southern University (“GSOU”), to be no longer advantageously useful to GSOU 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 Southern University Housing Foundation Four, LLC (the “LLC”) for the purpose of providing student housing facilities containing approximately 1,001 beds.

Recommended further: That the Board authorize the execution of ground leases, including necessary access, use, and construction easements and encroachments, between the Board of Regents, Lessor, and the LLC, Lessee, for the above-referenced approximately 5.27 acres of real property on the campus of GSOU for a period not to exceed 32 years (not to exceed 30 years from the date the LLC obtains a certificate of occupancy for all approximately 1,001 student housing beds and providing a construction period of not more than two years) with an option to renew for up to an additional five years should there be debt outstanding at the end of the original ground lease term, for the purpose of providing approximately 1,001 student housing beds, and site amenities.

Recommended further: That the Board authorize the execution of a rental agreement between the LLC, Landlord, and the Board of Regents, Tenant, for the above-referenced housing facilities and site amenities for the period commencing on the first day of the first month after the LLC obtains a certificate of occupancy but not earlier than August 1, 2009, and ending the following June 30 at a rent not to exceed \$3,650,000 per year annualized with options to renew on a year-to-year basis for up to 30 consecutive one-year periods (the total not to exceed 30 years from the date the LLC obtains a certificate of occupancy for all approximately 1,001 student housing beds) with rent increasing no more than 3% for each option period exercised.

Recommended further: That the terms of these agreements be subject to review and legal approval of the Office of the Attorney General.

Recommended further: That the Board authorize the execution of site licenses between the LLC, Licensee, and the Board of Regents, to allow early site access to mobilize and commence site work.

1. **Demolition, Ground Lease and Rental Agreement, Student Housing, Georgia Southern University (Continued)**

Recommended further: That authorization to execute the rental agreement and site licenses be delegated to the Vice Chancellor for Facilities.

Recommended further: That the Board declare Johnson Hall, Olliff Hall, Winburn Hall, ROTC Building and Building 805 on the campus of GSOU to be no longer advantageously useful to GSOU or other units of the University System of Georgia and authorize the demolition and removal of these buildings.

Recommended further: That the Board request the Governor to issue an Executive Order authorizing the demolition and removal of these buildings from the campus of GSOU.

Recommended further: That the demolition of these buildings be subject to satisfactory completion of an environmental review prior to issuance of an Executive Order.

Understandings: In October 1997, the Board passed a student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. GSOU has developed a comprehensive plan that is consistent with the policy.

In October 2007, the Executive Director for Real Estate Ventures, Marty Nance presented an information item concerning the need to replace and obtain additional student housing at GSOU through a privatization process.

The GSOU housing plan requires the demolition of Johnson Hall, Olliff Hall and Winburn Hall containing a total of 950 student housing beds. The approximately 1,001 new students housing beds replace these 950 beds demolished. During the construction of the new approximately 1,001 student housing beds, GSOU plans to give priority housing to freshman.

At the end of the term of the ground lease, the real property, all improvements, and any accumulated capital reserves will become the property of the Board of Regents



**2. Rental Agreement, Student Housing, Georgia Southern University**

Recommended: That the Board authorize the execution of a rental agreement between the Georgia Southern University Housing Foundation Four, LLC (the “LLC”), Landlord, and the Board of Regents, Tenant, for an approximately 10.7 acre tract of real property containing 472 student housing beds located at 1701 Chandler Road, and known as Campus Courtyard Apartments, and site amenities for the period commencing on August 1, 2008 and ending the following June 30 at a rent not to exceed \$1,101,000 per year annualized with options to renew on a year-to-year basis for up to 30 consecutive one-year periods (the total not to exceed 30 years from the date of initial occupancy) with rent increasing no more than 3% for each option period exercised.

Recommended further: That authorization to execute the rental agreement be delegated to the Vice Chancellor for Facilities.

Recommended further: That the terms of this rental agreement be subject to review and legal approval of the Office of the Attorney General.

Understandings: In October 1997, the Board passed a student housing policy that requires the preparation of a comprehensive plan for student housing together with a financial plan to support housing program objectives. Georgia Southern University (“GSOU”) has developed a comprehensive plan that is consistent with the policy.

In October 2007, the Executive Director for Real Estate Ventures, Marty Nance presented an information item concerning the need to obtain additional student housing at GSOU through a privatization process.

The LLC has a purchase contract for the Campus Courtyard Apartments located adjacent to the campus. The LLC will make improvements to this housing complex to provide 472 apartment style student housing beds. These beds will be used by GSOU to reduce the impact of the reduction of beds resulting from the demolition of Johnson, Olliff, and Winburn Halls.

At the end of the term of the rental agreement for Campus Courtyard, the real property, all improvements, and any accumulated capital reserves will become the property of the Board of Regents.

**3. Authorization of Budget Modification, Project BR-66-0607. Alumni House & Welcome Center, Georgia Southern University**

Recommended: That the Board modify the budget of Project No. BR-66-0607, Alumni House and Welcome Center, Georgia Southern University, to increase the total project budget from \$3,240,000 to \$3,490,000.

Understandings: The Alumni House & Welcome Center project, approved by the Board in October 2007 is currently in design. Recent construction material cost increases have contributed to the overall cost increase of the project. The Stated Cost Limitation (the "SCL") will increase from \$2,360,000 to \$2,610,000.

Funding of this cost increase of approximately \$250,000 will be from Georgia Southern Foundation funds.

|  | <u>June 2007</u> | <u>Now</u>  |
|--|------------------|-------------|
| Total project cost                         | \$3,240,000      | \$3,490,000 |
| Construction Cost (Stated Cost Limitation) | \$2,360,000      | \$2,610,000 |

**4. Revision of Policy Manual, Section 901.06 Delegation of Authority**

Recommended: That the Board approve a revision to the Board Policy Manual, Section 901.06, Delegation of Authority, effective January 16, 2008.

Understandings: The proposed policy, Section 901.06, Delegation of Authority, constitutes a significant revision of the previous policy. Proposed revisions follow that will clarify delegation of authority for real property transactions. Please note that the bold, highlighted texts represent additions.

| <i>Current Policy</i>   | <i>Revised Policy</i>   |
|---|---|
| Policy 901.06. Delegation of Authority  | Policy 901.06. Delegation of Authority  |
| <p>For the purposes of the Board of Regents Policy Manual Section 900, unless specifically designated otherwise, the Chancellor’s designee shall be the University System chief facilities officer.</p> | <p>For the purposes of the Board of Regents Policy Manual Section 900, unless specifically designated otherwise, the Chancellor’s designee shall be the University System chief facilities officer.</p> <p><b>The Chancellor, the Chancellor’s designee, and the University System chief facilities officer shall be authorized and empowered, in the name and on behalf of the Board of Regents of the University System of Georgia, to take or cause to be taken any and all such further action as, in the judgment of such officials, may be necessary, proper, convenient or required in connection with the execution and delivery of such instruments, documents or writings in order to carry out the intent of authority granted and authority delegated for all public private venture transactions and all real property transactions of the University System of Georgia. Such authorization may not be further delegated to individual institutions of the University System of Georgia.</b></p> |

**5. Appointment of Program Management Firm, Architectural Firm, Construction Management Firm, for Project J-132, School of Dentistry, Medical College of Georgia**

Recommended: That the Board appoint the first-named program management firm, architectural firm and construction management firm listed below for the identified project and authorize the execution of contracts with the identified firms. Should it not be possible to execute contracts with each top-ranked firm, staff will then attempt to execute contracts with other listed firms in rank order.

Following public advertisement, qualifications-based selection processes for a program management firm, architectural firm, and construction management firm were held in accordance with Board of Regents procedures. The following recommendations are made:

**Project No. J-132, School of Dentistry, Medical College of Georgia**

Project Description: The 269,000-square-foot building will replace the existing physically and clinically obsolete building and provide the necessary educational, clinical and administrative spaces to support an increase in pre-clinical dental education enrollment, as well as an increase in the graduate dental education residency programs. The building will include general classrooms, seminar rooms, wet and dry laboratories, conference rooms, dental clinics with 307 operatories, administrative offices and technology support spaces.

|  |               |
|--|---------------|
| Total Project Cost                         | \$128,000,000 |
| Construction Cost (Stated Cost Limitation) | \$ 90,000,000 |

Number of program management firms that applied for this commission: 11

Recommended program management firms in rank order:

- 1)
- 2)
- 3)

5. **Appointment of Program Management Firm, Architectural Firm, and Construction Management Firm for Project J-132, School of Dentistry, Medical College of Georgia (Continued)**

Number of architectural firms that applied for this commission: 10

Recommended architectural firms in rank order:

- 1)
- 2)
- 3)

Number of construction management firms that applied for this commission: 9

Recommended construction management firms in rank order:

- 1)
- 2)
- 3)

6. **Appointment of Architectural Firm, Project BR-30-0704, Innovative Learning Resource Center, Georgia Institute of Technology**

Recommended: That the Board appoint the first-named architectural firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

**Project No. BR-30-0704, Innovative Learning Resource Center, Georgia Institute of Technology**

Project Description: The 230,000-square-foot Innovative Learning Resource Center will be in the academic heart of the Georgia Institute of Technology campus creating an undergraduate community focused on integrating technology with innovative teaching and experiential learning and provide a full array of academic student support functions. The building will include an Experiential Learning Center that contains foundation labs, demonstration classrooms, and project team space; the Educational Innovation Center that contains educational and imaging technology labs; the Undergraduate Commons; the Discovery Court, Productivity and Multimedia Lab; dining services; and general use classrooms and student support space.

|  |              |
|--|--------------|
| Total Project Cost                         | \$85,000,000 |
| Construction Cost (Stated Cost Limitation) | \$63,350,000 |

Number of architectural firms that applied for this commission: 18

Recommended firms in rank order:

- 1)
- 2)
- 3)

7. **Appointment of Design-Build Firm, Project BR-31-0801, Parking Deck, Southern Polytechnic State University**

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

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

**Project BR-31-0801, Parking Deck, Southern Polytechnic State University**

Project Description: A three- to four-level parking structure for approximately 800 vehicles.

|  |              |
|--|--------------|
| Total Project Cost                         | \$15,300,000 |
| Construction Cost (Stated Cost Limitation) | \$13,000,000 |

Number of design-build firms that applied for this commission: \_\_\_\_\_

Recommended firms in rank order:

- 1)
- 2)
- 3)

Understandings: This project was approved by the Board in October 2007 as a Georgia Higher Education Facilities Authority (“GHEFA”) project. Funding will be by GHEFA or other privatized funding.

**8. Appointment of Design-Build Firm, Project BR-84-0803, Parking Deck, Dalton State College**

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

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

**Project BR-84-0803, Parking Deck, Dalton State College**

Project Description: A two-level parking structure for approximately 400 vehicles.

|  |             |
|--|-------------|
| Total Project Cost                         | \$6,000,000 |
| Construction Cost (Stated Cost Limitation) | \$4,900,000 |

Number of design-build firms that applied for this commission: \_\_\_\_\_

Recommended firms in rank order:

- 1)
- 2)
- 3)

Understandings: This project was approved by the Board in October 2007 as a Georgia Higher Education Facilities Authority (“GHEFA”) project. Funding will be by GHEFA or other privatized funding.



9. **Appointment of Design-Build Firm, Project BR-88-0801, Parking Deck, Gainesville State College**

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

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

**Project BR-88-0801, Parking Deck, Gainesville State College**

Project Description: A two-level parking structure for approximately 300 vehicles.

|  |             |
|--|-------------|
| Total Project Cost                         | \$4,500,000 |
| Construction Cost (Stated Cost Limitation) | \$3,700,000 |

Number of design-build firms that applied for this commission: \_\_\_\_\_

Recommended firms in rank order:

- 1)
- 2)
- 3)

Understandings: This project was approved by the Board in October 2007 as a Georgia Higher Education Facilities Authority (“GHEFA”) project. Funding will be by GHEFA or other privatized funding.

**10. Appointment of Architectural Firm, Project BR-81-0801, Student Center, Darton College**

Recommended: That the Board appoint the first-named architectural firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

**Project BR-81-0801, Student Center, Darton College**

Project Description: An approximately 50,000-square-foot-addition and partial renovation to the existing student center on campus will provide space for student activities, student services, food service, and bookstore.

|  |              |
|--|--------------|
| Total Project Cost                         | \$15,100,000 |
| Construction Cost (Stated Cost Limitation) | \$11,200,000 |

Number of design-build firms that applied for this commission: \_\_\_\_\_

Recommended firms in rank order:

- 1)
- 2)
- 3)

Understandings: This project was approved by the Board in October 2007 as a Georgia Higher Education Facilities Authority (“GHEFA”) project. Funding will be by GHEFA or other privatized funding.

**11. Appointment of Architectural Firm, Project BR-50-0802, Student Housing, Georgia State University**

Recommended: That the Board appoint the first-named architectural firm listed below for the identified project and authorize the execution of a contract with the identified firm. Should it not be possible to execute a contract with the top-ranked firm, staff will then attempt to execute a contract with other listed firms in rank order.

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

**Project BR-50-0802, Student Housing, Georgia State University**

Project Description: A freshman student housing facility with approximately 325 student housing beds in two and four bedroom configurations.

|  |              |
|--|--------------|
| Total Project Cost                         | \$15,200,000 |
| Construction Cost (Stated Cost Limitation) | \$10,500,000 |

Number of design-build firms that applied for this commission: \_\_\_\_\_

Recommended firms in rank order:

- 1)
- 2)
- 3)

Understandings: This project was approved by the Board in October 2007 as a Georgia Higher Education Facilities Authority (“GHEFA”) project. Funding will be by GHEFA, other privatized funding, or institutional funding.

**12. Appointment of Design-Build Firm, Project BR-64-0803, Student Center / Stadium, Fort Valley State University**

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

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

**Project BR-64-0803, Student Center / Stadium, Fort Valley State University**

Project Description: This project consists of the replacement of existing 7,000 seats at Wildcat stadium with new stadium seating, press box, and restrooms.

|  |             |
|--|-------------|
| Total Project Cost                         | \$5,500,000 |
| Construction Cost (Stated Cost Limitation) | \$4,500,000 |

Number of design-build firms that applied for this commission: \_\_\_\_\_

Recommended firms in rank order:

- 1)
- 2)
- 3)

Understandings: This project is a portion of the \$13 million project that was approved by the Board in October 2007 as a Georgia Higher Education Facilities Authority (“GHEFA”) project. Funding will be by GHEFA or other privatized funding.

Renovation of the Student Center and additional stadium facilities will be designed by an architectural firm and constructed by a construction management firm. Further authorization by the Board will be requested.

**13. Information Item: Annual Reporting Per Board Policy. Section 900**

Recent *Policy Manual* Section 900 revisions require annual reporting in relation to various delegated responsibilities. Vice Chancellor for Facilities, Linda M. Daniels, will give an update on the status of the reporting process.

**AGENDA**

**EXECUTIVE AND COMPENSATION COMMITTEE**

**January 16, 2008**

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**INFORMATION ITEM**

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## **AGENDA**

### **EXECUTIVE AND COMPENSATION COMMITTEE**

**January 16, 2008**

**1. Information Item: Executive Session**

The Committee will meet as a Committee of the Whole on Wednesday, January 16, 2008 to discuss personnel and compensation matters and possible property acquisitions. Materials will be distributed in Executive Session.