



Wednesday, November 9, 2016

**BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA  
BOARD OF REGENTS MEETING AGENDA**

<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>
<b>9:30 AM</b> Room 8026	1	Executive & Compensation Committee	Chairman Kessel D. Stelling, Jr.
<b>10:00 AM</b> Room 8003	2	Call to Order	Chairman Kessel D. Stelling, Jr.
	3	Invocation/Pledge of Allegiance	Mr. Dustin Stewart, SGA Pres. Armstrong State University
	4	Safety Briefing	Chief of Police Bruce Holmes
	5	Approval of October 12 <sup>th</sup> Minutes	Secretary Samuel C. Burch
	6	Georgia State University Consolidation Update	President Mark P. Becker
	7	OneUSG Update	Ms. Marion Fedrick Ms. Shelley Nickel
	8	Chancellor's Report	Chancellor Henry M. Huckaby
		<b><u>Track I Committee Meetings</u></b>	
<b>11:30 AM</b> Room 7007	9	Academic Affairs	Regent Doreen Stiles Poitevint
Room 7007	10	Organization & Law	Regent Larry R. Ellis
		<b><u>Track II Committee Meetings</u></b>	
<b>11:30 AM</b> Room 8003	11	Finance & Business	Regent Neil L. Pruitt, Jr.
Room 8003	12	Personnel & Benefits	Regent James M. Hull
Room 8003	13	Real Estate & Facilities	Regent Sachin Shailendra
Room 8003	14	Internal Audit, Risk and Compliance	Regent Don L. Waters
<b>12:40 PM</b> Room 8026	15	Lunch	

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<u>Approximate Times</u>	<u>Tab</u>	<u>Agenda Item</u>	<u>Presenter</u>	
1:40 PM Room 8003	16	Reconvene	Chairman Kessel D. Stelling, Jr.	
	17	Chairman's report	Chairman Kessel D. Stelling, Jr.	
	18	Committee Reports: <ul style="list-style-type: none"><li>A. Executive &amp; Compensation</li><li>B. Academic Affairs</li><li>C. Finance &amp; Business</li><li>D. Internal Audit, Risk, and Compliance</li><li>E. Organization &amp; Law</li><li>F. Personnel &amp; Benefits</li><li>G. Real Estate &amp; Facilities</li></ul>	Chairman Kessel D. Stelling, Jr. Regent Doreen Stiles Poitevint Regent Neil L. Pruitt, Jr. Regent Don L. Waters Regent Larry R. Ellis Regent James M. Hull Regent Sachin Shailendra	
	2:10 PM	19	Election of Officers	Chairman Kessel D. Stelling, Jr.
		20	Unfinished Business	Chairman Kessel D. Stelling, Jr.
		21	New Business <i>Delegation of Authority to Chancellor Huckaby</i> <i>Regents' Salute to Edu. - Friday, March 31, 2017</i>	Chairman Kessel D. Stelling, Jr. Regent Philip A. Wilheit, Sr.
		22	Petitions and Communications	Secretary Samuel C. Burch
23		Executive Session	Chairman Kessel D. Stelling, Jr.	
24		Reconvene	Chairman Kessel D. Stelling, Jr.	
	25	Adjourn	Chairman Kessel D. Stelling, Jr.	

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

**November 9, 2016**

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**INFORMATION ITEM**

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**1. 2017 Board of Regents Meeting Dates**

The committee will consider proposed Board of Regents meeting dates for 2017.

**2. Executive Session**

The Committee will discuss several matters in Executive Session.

**AGENDA**  
**ONEUSG UPDATE**

**November 9, 2016**

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**INFORMATION ITEM**

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## **AGENDA**

### **ONEUSG UPDATE**

**November 9, 2016**

**1. Information Item: oneUSG Update**

Executive Vice Chancellor for Strategy and Fiscal Affairs, Shelley C. Nickel, and Vice Chancellor for Human Resources, Marion Fedrick, will provide an update on the oneUSG project.

# AGENDA

## COMMITTEE ON ACADEMIC AFFAIRS

November 9, 2016

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**Information Item:**

- Degree Productivity and Low-Producing Programs Report

**1. Mission Statement Revision:**

**Recommended:** That the Board approve the request of President Mark Becker that Georgia State University (“GSU”) be authorized to revise the mission statement effective, November 9, 2016.

**Abstract:** Georgia State University recently completed a successful SACSCOC Consolidation Team visit. The visiting team requested that that they revise the mission statement to reflect SACSCOC language pertinent to institutions with multiple locations.

**Current Mission Statement:**

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation, ~~at its urban research campus, at its vibrant branch campuses, and online~~ the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State’s scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

**Proposed Mission Statement:**

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State’s scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

## 2. Establishment of the Bachelor of Arts with a major in Chemistry, Augusta University

**Recommended:** That the Board approve the request of President Brooks Keel that Augusta University (“AU”) be authorized to establish a Bachelor of Arts with a major in Chemistry, effective November 9, 2016.

**Program Summary:** Augusta University seeks approval to establish a Bachelor of Arts with a major in Chemistry. The program will provide a strong education in chemical principles and hands-on laboratory and instrument work to provide a foundation for success in a wide variety of employment areas. As an alternative to the Bachelor of Science in Chemistry program, it will provide a pathway for high value STEM education that includes greater curricular diversity for graduation in a timely manner with requisite technical skills. Particular areas anticipated to be useful to students include coupling this degree with coursework in secondary education, business, communication, or other STEM areas. Additionally, it is anticipated that the proposed program will be an attractive major or double-major for pre-health care students. Augusta University’s institutional mission is to be a comprehensive research university with an emphasis on such key areas as health care, STEM, and cyber security. The proposed program would use existing coursework in chemistry but target preparation for health care careers and immediate employment with a broader based curriculum than the existing Bachelor of Science in Chemistry program. The proposed program seeks to meet the needs of the student population while improving graduation rates.

**Need and Demand:** In 2014, Augusta-Richmond County represented almost one-third of the job growth in Chemical Manufacturing in the State of Georgia. In addition, the food processing sector in Augusta is growing with new locations such as the Starbucks Soluble Facility and Kellogg. After consolidation, the undergraduate student population seeking a STEM degree has increased 37 percent (based upon Fall 2013 to Fall 2015 enrollment). Students enrolled in the proposed program will attain STEM skills for technical employment, meet employer needs, and improve time to graduation. Discussions with regional employers have revealed that they find value in their science personnel having coursework in business. The flexibility of the program will facilitate coursework in the Hull College of Business and the Pamplin College of Humanities and Social Sciences for those students who wish to pursue such a combination.

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

Institution and Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
<b>Enrollments Bachelor of Arts, Chemistry</b>							
Armstrong State University	32	36	43	37	30	39	43
Columbus State University	42	43	57	53	56	60	57
Georgia Southern University	62	108	128	133	132	110	92

Institution and Academic Program <b>Degrees Conferred Bachelor of Arts, Chemistry</b>	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Armstrong State University	2	5	9	8	11	3	6
Columbus State University	1	1	4	3	4	4	5
Georgia Southern University	4	9	7	7	5	9	6

**Projected Enrollment:**

	First FY 18	Second FY 19	Third FY 20	Fourth FY 21
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>				
Shifted from other programs	5	5	5	5
New to the institution	4	8	8	15
<b>Total Majors</b>	9	22	35	55

**Fiscal Summary:** Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

**Facilities Impact and Distance Delivery:** The program will be delivered using the existing space and technology infrastructure of the institution.

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

3. **Establishment of the Bachelor of Fine Arts with a major in Digital Animation, Kennesaw State University**

**Recommended:** That the Board approve the request of President Sam Olens that Kennesaw State University (“KSU”) be authorized to establish a Bachelor of Fine Arts with a major in Digital Animation, effective November 9, 2016.

**Program Summary:** The Bachelor of Fine Arts (BFA) in Digital Animation is a professional degree program. The degree will prepare students for a variety of animation and animation-related careers by providing a thorough grounding in fundamental principles and techniques. The BFA program will feature intensive discipline-specific training supported by rigorous coursework in general studies. In addition, this program will feature interdisciplinary collaborations with a variety of KSU programs to include but are not limited to Computer Gaming, Music, Engineering, Graphic Communications, Theatre and Performance Studies.

The KSU mission seeks to expand and apply knowledge that contributes to the economic growth and quality of life in our local, regional and global communities. The KSU vision aims to “respond to public demand for higher education.” A new degree in Digital Animation supports both objectives. The BFA in Digital Animation is Kennesaw State University’s number one new degree priority. The program supports KSU strategic goals 1 and 3 dedicated to “promoting excellence and innovation in education” and to becoming more engaged in the “local community, Georgia and the world.”

**Need and Demand:** Georgia is now the top state for movie and television production behind California and New York. Additionally, Georgia has the second highest concentration of animation jobs in the country. Our state is also one of the biggest employers in the Gaming and Digital Entertainment industries. According to Governor Deal’s office, the industry directly employs 23,500 people, with nearly 8,200 production-related employees. These numbers will only increase. The film industry had a \$7 billion economic impact in FY 2016. The industry is growing so quickly that production companies still need to import skilled tradespeople and trained production staff. A degree in Digital Animation will support Governor Deal’s goal of meeting the workforce demands in this important and growing part of the state economy and many other commercial industries. Currently, there is no other Digital Animation degree program in the University System of Georgia. Based on current industry standards, the BFA is designed to be the premiere Digital Animation training program in the region.

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

## Enrollments (E) and Degrees Conferred Comparison (D):

Institution and Academic Program	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
University of North Georgia, Bachelor of Science in Film and Digital Media							
Enrollments	The academic program is relatively new and was approved in May 2015.					49 (E)	78 (E)
Degrees Conferred						---- (D)	7 (D)
Atlanta Metropolitan State College, Bachelor of Arts with a major in Digital Media and Entertainment Design							
Enrollments	The academic program is relatively new and was approved in May 2014.					15 (E)	35 (E)
Degrees Conferred						--- (D)	--- (D)

**Projected Enrollment:**

	First FY 18	Second FY 19	Third FY 20	Fourth FY 21
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>	60	75	90	100
Shifted from other programs	40	45	50	50
New to the institution	20	30	40	50
<b>Total Majors</b>	60	75	90	100
<b>Course Sections Satisfying Program Requirements</b>				
Previously existing	11	11	11	11
New	15	15	15	15
<b>Total Program Course Sections</b>	26	26	26	26
<b>Credit Hours Generated by Those Courses</b>				
Existing enrollments	1980	2475	2970	3300
New enrollments	2700	3375	4050	4500
<b>Total Credit Hours</b>	4680	5850	7020	7800

**Fiscal Summary:** Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth.

**Facilities Impact and Distance Delivery:** The program will be delivered using the existing space and technology infrastructure of the institution.

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

4. **Establishment of a Professional Master's in Occupational Safety and Health Management (includes online delivery), Georgia Institute of Technology**

**Recommended:** That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology ("GIT") be authorized to establish a professional Master's in Occupational Safety and Health Management, effective November 9, 2016.

**Program Summary:** The Professional Master's in Occupational Safety and Health Management program was developed for industry professionals with three to five years of work experience who seek a master's level program that will offer skills and knowledge in the management, design, and assessment of complex safety and health issues to avoid and reduce accidents, fatalities, lost work and production time and to incorporate health and safety into workplace culture. The objective of the proposed program is to provide individuals on track for managerial and leadership positions to identify risks and define and effectively manage safety and health programs across a broad range of organizations and industries. The academic program will be comprised of two distinct tracks, in particular, construction and general industry. The proposed program will be offered in a modular, online, cohort format with four required one-week campus visits. The curriculum will include courses common to all industries inclusive of safety management, standards, hazardous materials management as well as technical concentration courses focused on occupational and industry health and safety, business and financing, and technologies.

**Need and Demand:** The Georgia Tech Research Institute's OSHA Training Institute Education Center (GTRI) offers short, professional education courses that participants and industries request to be offered as academic credit toward a degree. Surveys of past participants and industry executives indicated a need for the program in order to have highly qualified safety professionals that can manage workplace risks and enact changes that establish a safety climate within organizations. According to the Bureau of Labor Statistics, technical positions in occupational safety and health are projected to grow 10.9% by year 2022. According to the Georgia Department of Labor, employment of occupational health and safety specialists is projected to increase 7.3% and alternatively, technician growth is forecast to grow by 3.8% between years 2012 and 2022. It is anticipated that the program will attract students based on institutional reputation and professional and continuing education courses already offered through the GTRI OSHA Training Institute Education Center.

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

With the exception of Georgia Southern University's certificate in Occupational Safety and Environmental Compliance, university system institutions do not offer similar programs in occupational safety and health management.



**Projected Enrollment:**

	First Year	Second Year	Third Year
<b>Student Majors</b>			
Shifted from other programs	0	0	0
New to the institution	10	25	40
<b><i>Total Majors</i></b>	<b><i>10</i></b>	<b><i>35</i></b>	<b><i>65</i></b>

**Fiscal Summary:** Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. Georgia Tech will utilize an e-tuition rate comparable to its existing professional master's programs. Georgia Tech's professional education unit will subsidize initial administrative costs and the School of Building Construction and Georgia Tech Research Institute will cover faculty time for development and instruction.

**Facilities Impact:** The program will be delivered using the existing space and technology infrastructure of the institution. A majority of the curriculum will be offered via online and distance education technologies.

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

5. **Establishment of a Master of Science with a major in Applied Behavior Analysis, University of Georgia**

**Recommended:** That the Board approve the request of President Jere Morehead that the University of Georgia (“UGA”) be authorized to establish a Master of Science with a major in Applied Behavior Analysis, effective November 9, 2016.

**Program Summary:** The University of Georgia seeks approval to establish a Master of Science with a major in Applied Behavior Analysis. The program was developed to increase the number of certified personnel with the knowledge and skills to work with individuals with special needs in terms of assessment, evaluation, relevant interventions, and behavioral and skill needs. The program will also enable graduates to have the background to conduct research related to assessing and teaching behavioral and academic skills to individuals with disabilities. The program will be offered under the auspices of both the Department of Communication Sciences and Special Education and the Department of Educational Psychology. The curricular course sequence has been approved by the Behavioral Analysis Certification Board. As a credentialed Board Certified Behavior Analyst, graduates of the program will have the knowledge and expertise to monitor intervention effects resulting from behavioral assessments. Individuals who already have a master’s degree in special education or a related field may complete the proposed academic program in order to work outside of a school system.

**Need and Demand:** The Master of Science with a major in Applied Behavior Analysis builds upon efforts to provide assessment through the University of Georgia’s existing Center for Autism and Behavioral Education Research housed within the College of Education. The program will prepare graduates to enhance the instructional environment of children with and without disabilities by providing direction in evidence-based assessment and intervention skills. Based on the proposal, a shortage exists of individuals with the necessary credentials to provide services to schools and families in areas of autistic and behavioral assessment and intervention. Working relationships have been established with local school districts and service agencies which benefit from the UGA School Psychology Clinic and separately, the Applied Behavior Analysis Support Clinic. The proposed graduate program would enable service levels to be increased and thus address the mental health and well-being of a larger number of individuals and communities in Georgia.

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

Few similar programs exist at other university system institutions. Currently, Armstrong State University offers a certificate in Applied Behavior Analysis.

**Projected Enrollment:**

	First Year	Second Year	Third Year
<b>Student Majors</b>			
Shifted from other programs	0	0	0
New to the institution	5	15	20
<b><i>Total Majors</i></b>	<b>5</b>	<b>15</b>	<b>20</b>

**Fiscal Summary:** Resources for the program will come from new funds generated based on tuition revenue emanating from enrollment growth. The University of Georgia will implement the program using existing faculty resources and coursework across programs within the UGA College of Education.

**Facilities Impact:** The program will be delivered using the existing space and technology infrastructure of the institution. The UGA Applied Behavior Analysis Support Clinic will support the practicum experience portion of the academic program.

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

**6. Revision of Board Policy 4.2.1.1, 4.2.1.2, and 4.2.1.4**

**Recommended:** That the Board approve the following revisions to BOR Policy on requirements for Freshmen, Exceptions to Freshmen Requirements, and Non-Traditional Students.

**Abstract:** The latest version of the SAT implemented last fall and the new test score requirements need to be updated in the BOR policy. Institutions received guidance from SAT last fall regarding the test scores. These changes will bring board policy in alignment with the guidance provided to institutions. The date of effective: November 9, 2016.

<p align="center"><b>Current Board Policy 4.2.1.1 Freshman Requirements</b></p>	<p align="center"><b>Proposed Board Policy 4.2.1.1 Freshman Requirements</b></p>
<p align="center"><b><u>CURRENT POLICY:</u></b></p> <p><b>4.2.1.1 Freshman Requirements</b></p> <p>Students applying for freshman admissions to a USG institution must meet the following criteria.</p> <p><b>Required High School Curriculum</b> Completion of the USG’s Required High School Curriculum (“RHSC”) requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.</p> <p>Students applying to any institution must present credit for sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. The 16 (17 for students who graduate in 2012 or later) specified USG units are:</p> <ol style="list-style-type: none"> <li>1. MATHEMATICS: Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.</li> <li>2. ENGLISH: Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.</li> <li>3. SCIENCE: Three (3) units of science, with at least one laboratory course from the life sciences and one</li> </ol>	<p align="center"><b><u>PROPOSED POLICY:</u></b></p> <p><b>4.2.1.1 Freshman Requirements</b></p> <p>Students applying for freshman admissions to a USG institution must meet the following criteria.</p> <p><b>Required High School Curriculum</b> Completion of the USG’s Required High School Curriculum (“RHSC”) requirements and graduation from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools) or the Georgia Accrediting Commission or from a public school regulated by a school system and state department of education.</p> <p>Students applying to any institution must present credit for sixteen (16) specified units. Students who graduate from high school in 2012 or later must present credits for seventeen (17) specified units. The 16 (17 for students who graduate in 2012 or later) specified USG units are:</p> <ol style="list-style-type: none"> <li>1. MATHEMATICS: Four (4) units of Mathematics, including Algebra I, Algebra II, and Geometry. For students who graduate from a Georgia Public School in 2012 or later, the 4 units of Mathematics must include a course at the level of Math 3 or higher.</li> <li>2. ENGLISH: Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.</li> <li>3. SCIENCE: Three (3) units of science, with at least one laboratory course from the life sciences and one</li> </ol>

<p>laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.</p> <p>4. SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.</p> <p>5. FOREIGN LANGUAGE/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming may be used to satisfy this requirement.</p> <p>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.</p> <p><b>Freshman Index</b> Effective Fall semester 2011, presidents of state and two-year colleges at their option shall require one of the following: a) submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or b) a minimum high school grade point average (HSGPA) and mandatory placement testing in lieu of SAT/ACT test scores for admissions.</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. <math>FI = 500 \times (HSGPA) + SAT \text{ Verbal/Critical Reading} + SAT \text{ I Math (or)}</math></li> <li>2. <math>FI = 500 \times (HSGPA) + (ACT \text{ Composite} \times 42) + 88</math></li> </ol> <p>The minimum FI required for admission to a:</p> <ol style="list-style-type: none"> <li>1. Research university is 2500;</li> <li>2. Regional university is 2040;</li> <li>3. State university is 1940; and,</li> <li>4. State or two-year college is 1830.</li> </ol> <p>In addition to the FI, students must have a minimum</p>	<p>laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.</p> <p>4. SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.</p> <p>5. FOREIGN LANGUAGE/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming may be used to satisfy this requirement.</p> <p>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.</p> <p><b>SAT/ACT Scores</b> Students must present at least the following minimum test scores for admission to a research, comprehensive, or state university:</p> <ol style="list-style-type: none"> <li>1. 24 on the Reading test and 22 on the Math test of the new SAT (administered March 2016 or later);</li> <li>2. 430 on the Critical Reading section and 400 on the Mathematics section of the old SAT (administered prior to March 2016); or,</li> <li>3. 17 on the English test and 17 on the Mathematics test of the ACT.</li> </ol> <p>Presidents of the state colleges at their option shall require one of the following:</p> <ol style="list-style-type: none"> <li>1. Submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or,</li> <li>2. A minimum high school grade point average (HSGPA) and mandatory evaluation for Learning Support in lieu of SAT/ACT test scores for admissions.</li> </ol> <p>State colleges requiring SAT/ACT shall establish minimum test score requirements of at least the following:</p>
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<p>SAT I Verbal score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state).</p> <p>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 in the areas of deficiency.</p> <p>Institutions may set higher requirements for admission. Students meeting the minimum FI requirements are not guaranteed admission.</p> <p>(BoR Minutes, Aug. 2010; Aug. 2014)</p>	<ol style="list-style-type: none"> <li>1. 19 on the Reading test and 18 on the Math test of the new SAT (administered March 2016 or later);</li> <li>2. 330 on the Critical Reading section and 310 Mathematics section of the old SAT (administered prior to March 2016); or,</li> <li>3. 12 on the English test and 14 on the Mathematics test of the ACT.</li> </ol> <p>Students meeting the above minimum SAT/ACT scores but without scores sufficient to exempt placement screening will have a Mathematics Placement Index (MPI) and an English Placement Index (EPI) calculated as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.</p> <p><b>Freshman Index</b></p> <p><del>Effective Fall semester 2011, presidents of state and two-year colleges at their option shall require one of the following: a) submission of SAT/ACT test scores and meeting of the Freshman Index, as described below; or b) a minimum high school grade point average (HSGPA) and mandatory placement testing in lieu of SAT/ACT test scores for admissions.</del></p> <p><del>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:</del></p> <ol style="list-style-type: none"> <li><del>1. FI = 500 x (HSGPA) + SAT Verbal/Critical Reading + SAT I Math (or)</del></li> <li><del>2. FI = 500 x (HSGPA) + (ACT Composite x .42) + 88</del></li> </ol> <p>The Freshman Index (FI) is calculated using a combination of a student’s SAT or ACT scores and high school grade point average (HSGPA).</p> <p>Scores earned on the old SAT (administered prior to March 2016) are entered directly into the SAT FI formula. Scores earned on the new SAT (administered March 2016 or later) must first be converted to the equivalent scores on the old SAT using the appropriate concordance tables provided by the College Board. The equivalent old SAT scores are then entered into the SAT FI formula.</p> <p>The following are the FI formulas:</p> <p>SAT FI = 500 x (HSGPA) + old SAT Critical Reading section score + old SAT Math section score</p>
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	<p><math>ACT FI = 500 \times (HSGPA) + (ACT Composite \times 42) + 88</math></p> <p>The minimum FI required for admission to a:</p> <ol style="list-style-type: none"><li>1. Research university is 2500;</li><li>2. <del>Regional</del> Comprehensive university is 2040;</li><li>3. State university is 1940; and,</li><li>4. State <del>or two-year</del> college requiring SAT/ACT is 1830.</li></ol> <p><del>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).</del></p> <p><del>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 in the areas of deficiency.</del></p> <p>Institutions may set higher requirements for admission. Students meeting the minimum FI and test score requirements are not guaranteed admission.</p> <p>(BoR Minutes, Aug. 2010; Aug. 2014)</p>
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<p align="center"><b>Current Board Policy 4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students</b></p>	<p align="center"><b>Proposed Board Policy 4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students</b></p>
<p align="center"><b><u>CURRENT POLICY:</u></b></p> <p><b>4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students</b></p> <p>Students may also be admitted as freshmen based on alternative evidence of college readiness. The following are modified or additional requirements for specific groups of applicants.</p> <p><b>Limited Admissions Category</b> 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.</p> <p>The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with two-year colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.</p> <p>The FI required for Limited Admission to a:</p> <p>Research university is 2020; Regional university, 1830; and State university, 1790.</p> <p>In addition to the FI, Limited Admissions, students must have a minimum SAT Verbal/Critical Reading score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students with SAT I (or ACT equivalent) scores of at least 330 Verbal and 310 Math may be considered for Limited Admission to a two-year college, but will be required to exempt or exit Learning Support in the areas of deficiency according to USG procedure (see Academic and Student Affairs Handbook 2.9.1) (BoR Minutes, Aug. 2014).</p> <p>At research, regional, and state universities, students granted Limited Admission must also have completed the sixteen (16)-unit Required High School Curriculum,</p>	<p align="center"><b><u>PROPOSED POLICY:</u></b></p> <p><b>4.2.1.2 Exceptions to Freshman Admission Requirements for Special Groups of Students</b></p> <p>Students may also be admitted as freshmen based on alternative evidence of college readiness. The following are modified or additional requirements for specific groups of applicants.</p> <p><b>Limited Admissions Category</b> 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.</p> <p>The number of students who may be granted Limited Admissions will be restricted based on institutional sectors, with <del>two-year</del> <b>state</b> colleges allowed the highest percentage for Limited Admissions. Nontraditional freshmen will not be included in the Limited Admissions percentage allowed for each institution.</p> <p><del>The FI required for Limited Admission to a:</del></p> <p><del>Research university is 2020; Regional university, 1830; and State university, 1790.</del></p> <p><del>In addition to the FI, Limited Admissions, students must have a minimum SAT Verbal/Critical Reading score of 430 and Mathematics score of 400 (or ACT equivalent) for admission to a university (research, regional, or state). Students with SAT I (or ACT equivalent) scores of at least 330 Verbal and 310 Math may be considered for Limited Admission to a two-year college, but will be required to exempt or exit Learning Support in the areas of deficiency according to USG procedure (see Academic and Student Affairs Handbook 2.9.1) (BoR Minutes, Aug. 2014).</del></p> <p><b>Limited Admissions and the Required High School Curriculum (RHSC)</b> At research, <del>regional</del> <b>comprehensive</b>, and state</p>



<p>and students who graduate in 2012 or later must have completed seventeen (17) units. At state and two-year colleges, students may be considered for Limited Admission if they have a high school diploma or GED and meet the minimum SAT/ACT score requirements. A GED is acceptable only if the student's high school class has graduated. Certificates of attendance or special education diplomas are not acceptable.</p> <p>Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum units deficiencies in accordance with USG procedures. They must also be screened, as applicable, for placement in Learning Support courses using USG placement criteria and must meet criteria for exemption or exit of Learning Support in English (reading/writing) and mathematics.</p> <p>For students transferring from a Commission on Colleges (COC)-accredited Technical College System of Georgia (TCSG) technical college, comparable scores from the TCSG technical college may be used according to guidelines issued by the Executive Vice Chancellor and Chief Academic Officer.</p> <p><b>Presidential Exceptions</b> Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential. Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.</p> <p><b>Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools</b> Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college-preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.</p> <p>A student whose SAT Composite (Verbal/Critical Reading plus Mathematics) (or ACT equivalent) score is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG</p>	<p>universities, students granted Limited Admission must <del>also</del> have completed the sixteen (16)-unit Required High School Curriculum, and students who graduate in 2012 or later must have completed seventeen (17) units. At state <del>and two-year</del> 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.</p> <p>Students who enter under the Limited Admissions category, including Presidential Exceptions as noted below, must make up any Required High School Curriculum <del>units</del> <b>unit</b> deficiencies in accordance with USG procedures. They must also be screened, as applicable, for placement in Learning Support <del>courses using USG placement criteria and must meet criteria for exemption or exit of Learning Support in English (reading/writing) and mathematics</del> <b>as outlined in Section 2.9.1, Administrative Procedures for Learning Support Programs, of the Academic and Student Affairs Handbook.</b></p> <p><del>For students transferring from a Commission on Colleges (COC) accredited Technical College System of Georgia (TCSG) technical college, comparable scores from the TCSG technical college may be used according to guidelines issued by the Executive Vice Chancellor and Chief Academic Officer.</del></p> <p><b>Limited Admissions and SAT/ACT Scores</b> In order to be considered for Limited Admission, students must meet the minimum SAT/ACT test score requirements as outlined in BOR Policy 4.2.1.1, Freshman Requirements.</p> <p><b>Limited Admissions and the Freshman Index (FI)</b> The FI required for Limited Admission to a:</p> <p><b>Research university is 2020;</b> <b>Regional university is 1830; and</b> <b>State university is 1790.</b> <b>There is no minimum FI for Limited Admission to a state college.</b></p> <p><b>Presidential Exceptions</b> Presidents of USG institutions may grant exceptions to the Required High School Curriculum units and FI requirements for Limited Admissions if the student shows promise for academic success in college and has at least a high school diploma or GED credential.</p>
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<p>institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by a portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.</p> <p>Students in this category must also meet the minimum SAT Verbal/Critical Reading requirement and the minimum SAT Mathematics requirement (or ACT equivalent) for the sector to which they apply.</p> <p>Applicants who achieve designated scores on each of the following SAT II Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: English Writing, Literature, Math IC or Math IIC, American History &amp; Social Studies, World History, Biology, and one of the following: Chemistry or Physics.</p> <p>Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT I scores and documentation of partial completion of the Required High School Curriculum may be admitted on the same basis and with the same conditions as other students with deficiencies.</p> <p><b>Admission of Students with Outstanding Scores</b> Students who demonstrate very high academic ability by achieving a composite SAT Composite (Verbal/Critical Reading plus Math) score in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. An ACT score which is equivalent to this SAT score may also be used.</p> <p>Institutions must carefully evaluate such students to determine their ability to benefit from college coursework.</p> <p>Students admitted in this section will not count in an institution's Limited Admissions exceptions.</p> <p><b>Admission of International Students</b> Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.</p>	<p>Institutions will be required to report to the USG chief academic officer on those students granted Presidential Exceptions. Presidential Exceptions must be included as part of the institution's maximum percentage for Limited Admissions.</p> <p><b>Alternative Requirements for Home-Schooled Students and Graduates of Non-Accredited High Schools</b> Applicants from home schools or graduates of non-accredited high schools may validate the Required High School Curriculum in an alternative way. SAT scores and satisfactory documentation of equivalent competence in each of the areas at the college-preparatory level may be used in lieu of the FI and Required High School Curriculum unit requirements.</p> <p>A student whose SAT <b>Total score Composite</b> (<del>Verbal/Critical Reading plus Mathematics</del>) <b>on the old SAT (administered prior to March 2016), or equivalent on the new SAT</b> <del>(or ACT equivalent)</del>, <b>score</b> is at or above the average SAT score of the previous year's fall semester first-time freshmen admitted to the USG institution to which he/she is applying and who has completed the equivalent of each of the areas as documented by a portfolio of work and/or other evidence that substantiates completion of the Required High School Curriculum qualifies for consideration for admission.</p> <p>Students in this category must also meet the minimum <del>SAT Verbal/Critical Reading requirement and the minimum SAT Mathematics requirement (or ACT equivalent)</del> <b>SAT/ACT score requirements</b> for the sector to which they <b>are</b> applying, as outlined in <b>Policy 4.2.1.1, Freshman Requirements</b>.</p> <p>Applicants who achieve designated scores on each of the following SAT <del>II</del> Subject Tests in an area will be considered to have demonstrated equivalent competence and do not need to submit additional documentation in that area: <del>English Writing,</del> <b>English</b> Literature, Math <b>Level 1 IC</b> or Math <b>Level 2 IC</b>, <del>American</del> <b>U.S. History &amp; Social Studies</b>, World History, Biology <b>E/M</b>, and <del>one of the following:</del> Chemistry or Physics.</p> <p>Students admitted in this category with satisfactory documentation of competence in all areas will not be counted in the institution's Limited Admissions (including Presidential Exceptions) category. Those with qualifying SAT <del>I</del>-scores and documentation of partial completion of the Required High School Curriculum may be admitted on the same basis and with the same</p>
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<p><b>Admission of Students with Disabilities</b> Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.</p> <p>Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.</p> <p><b>Dual Enrollment/Joint Enrollment/Early Admission of High School Students</b> The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:</p> <ol style="list-style-type: none"> <li>6. A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.</li> <li>7. 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.</li> <li>8. An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.</li> </ol> <p>The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook (BoR Minutes, Sept. 2004).</p> <p><b>Residential Programs</b> The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State College. Admissions and program requirements are established by the individual institutions (BoR Minutes, Sept. 2004; Aug. 2014).</p>	<p>conditions as other students with deficiencies.</p> <p><b>Admission of Students with Outstanding Scores</b> Students who demonstrate very high academic ability by achieving a <del>composite SAT</del> <b>Total score Composite (Verbal/Critical Reading plus Math Mathematics) on the old SAT (administered prior to March 2016), or equivalent on the new SAT or ACT, score in the upper five percent (5%) of national college-bound seniors according to the most recent report from the College Board and who show other evidence of college readiness may be admitted under this section. <del>An ACT score which is equivalent to this SAT score may also be used.</del></b></p> <p>Institutions must carefully evaluate such students to determine their ability to benefit from college coursework.</p> <p>Students admitted in this section will not count in an institution's Limited Admissions exceptions.</p> <p><b>Admission of International Students</b> Freshman international students may be admitted in another admissions category or may be admitted in a separate category for international students under established USG procedures. If these students do not meet the alternative USG admission procedures, they might be considered as Presidential Exceptions.</p> <p><b>Admission of Students with Disabilities</b> Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the USG.</p> <p>Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements, but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.</p> <p><b>Dual Enrollment/Joint Enrollment/Early Admission of High School Students</b> The USG recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:</p> <ol style="list-style-type: none"> <li>1. A dual enrollment program in which a student,</li> </ol>
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<p><b>Early College</b>                  Early Colleges enhance students’ opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College (BoR Minutes, Sept. 2004).</p>	<p>while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p>The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses. Procedures for admission, course selection, and instruction can be found in Section 3.0 of the Academic Affairs Handbook (BoR Minutes, Sept. 2004).</p> <p><b>Residential Programs</b>                  The USG offers residential programs for gifted, talented, and motivated students at two institutions: the Advanced Academy of Georgia at the University of West Georgia, and the Georgia Academy of Mathematics, Engineering, and Sciences at Middle Georgia State <del>College</del> <b>University</b>. Admissions and program requirements are established by the individual institutions (BoR Minutes, Sept. 2004; Aug. 2014).</p> <p><b>Early College</b>                  Early Colleges enhance students’ opportunities to accelerate their education by participating in a joint high school/college program. Each Early College represents an approved partnership between a Georgia public school system and a USG institution. Students in USG-recognized Early Colleges are eligible for enrollment in college courses while they are enrolled in the Early College (BoR Minutes, Sept. 2004).</p>
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<b>Current 4.2.1.4 Non-Traditional Students</b>	<b>Proposed 4.2.1.4 Non-Traditional Students</b>
<p style="text-align: center;"><b><u>CURRENT POLICY:</u></b></p> <p><b>4.2.1.4 Non-Traditional Students</b>                      In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students.</p> <p>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.</p> <p><b>Non-Traditional Freshmen</b>                      Non-traditional freshmen are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Have been out of high school at least five years and whose high school class graduated at least five years ago;</li> <li>2. Hold a high school diploma from an accredited or approved high school as specified in Section 4.2.1.1 of this Policy Manual or have satisfactorily completed the GED; and,</li> <li>3. Have earned fewer than 30 transferable semester credit hours.</li> </ol> <p>All non-traditional freshmen must be evaluated for Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).</p> <p>For students transferring from a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)-accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer (BoR Minutes, Aug. 2014).</p> <p>As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Verbal/Critical Reading and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.</p>	<p style="text-align: center;"><b><u>PROPOSED POLICY:</u></b></p> <p><b>4.2.1.4 Non-Traditional Students</b>                      In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students.</p> <p>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.</p> <p><b>Non-Traditional Freshmen</b>                      Non-traditional freshmen are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Have been out of high school at least five years and whose high school class graduated at least five years ago;</li> <li>2. Hold a high school diploma from an accredited or approved high school as specified in Section 4.2.1.1 of this Policy Manual or have satisfactorily completed the GED; and,</li> <li>3. Have earned fewer than 30 transferable semester credit hours.</li> </ol> <p>All non-traditional freshmen must be evaluated for Learning Support status in English (reading/writing) and mathematics using USG placement criteria (see Academic and Student Affairs 2.9.1).</p> <p>For students transferring from a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)-accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer (BoR Minutes, Aug. 2014).</p> <p>As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both <del>Verbal</del>/Critical Reading and Mathematics <b>on the old SAT (administered prior to March 2016), or equivalent on the new SAT, or</b> ACT scores of at least 21 on both English and Mathematics to</p>

<p><b>Non-Traditional Transfers</b>                  Non-traditional transfer students are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and,</li> <li>2. Have earned thirty (30) or more transferable hours of college credit, as defined in Section 4.2.1.1 of this Policy Manual.</li> </ol> <p>A non-traditional transfer student can be admitted, according to the institution’s policy, if his/her transfer GPA is below the transfer standard for the institution’s sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement evaluation as appropriate (BoR Minutes, Aug. 2014).</p>	<p>exempt the placement test.</p> <p><b>Non-Traditional Transfers</b>                  Non-traditional transfer students are defined as individuals who meet all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and,</li> <li>2. Have earned thirty (30) or more transferable hours of college credit, as defined in Section 4.2.1.1 of this Policy Manual.</li> </ol> <p>A non-traditional transfer student can be admitted, according to the institution’s policy, if his/her transfer GPA is below the transfer standard for the institution’s sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement evaluation as appropriate (BoR Minutes, Aug. 2014).</p>
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7. **Endorsement of an Associate of Science in General Business offered by Southern Regional Technical College to articulate with Valdosta State University**

**Recommended:** That the Board endorse the recommendation of Interim President Kelli Brown for Southern Regional Technical College to develop a new Associate of Science degree in General Business to articulate with Valdosta State University, effective November 9, 2016.

**Abstract:** The articulation agreement between the specific technical college and university system institution provides students who graduate from the proposed Associate of Science in General Business academic program at Southern Regional Technical College to enroll in a baccalaureate program as a rising junior at Valdosta State University if transfer admission requirements are met. The major-specific curriculum has been modeled on programs offered at several institutions within the University System of Georgia. All associate of science degree courses identified in this agreement shall be taught by Southern Regional Technical College faculty who meet the credentialing guidelines of the Southern Association of Colleges and Schools. The agreement has been approved by faculty members at both respective institutions. The new associate's level program will fully articulate only with Valdosta State University and students will be advised of the specificity of the program articulation agreement. The agreement between the two institutions provides for a smooth curriculum transition that minimizes loss of credits and duplication of coursework.

8. **Endorsement of an Associate of Science in General Business offered by Wiregrass Georgia Technical College to articulate with Valdosta State University**

**Recommended:** That the Board endorse the recommendation of Interim President Kelli Brown for Wiregrass Georgia Technical College to develop a new Associate of Science degree in General Business to articulate with Valdosta State University, effective November 9, 2016.

**Abstract:** The articulation agreement between the specific technical college and university system institution provides students who graduate from the proposed Associate of Science in General Business academic program at Wiregrass Georgia Technical College to enroll in a baccalaureate program as a rising junior at Valdosta State University if transfer admission requirements are met. The major-specific curriculum has been modeled on programs offered at several institutions within the University System of Georgia. All associate of science degree courses identified in this agreement shall be taught by Wiregrass Georgia Technical College faculty who meet the credentialing guidelines of the Southern Association of Colleges and Schools. The agreement has been approved by faculty members at both respective institutions. The new associate's level program will fully articulate only with Valdosta State University and students will be advised of the specificity of the program articulation agreement. The agreement between the two institutions provides for a smooth curriculum transition that minimizes loss of credits and duplication of coursework.



9. **Institutional Mission and Blended Function:**

**Abstract:** Request for a blended function for Middle Georgia State University with the primary function being state university and the secondary function being that of state college.

10. **a. Redesignation of the Milton B. Satcher, Jr., M.D. Distinguished Chair for Musculoskeletal Disease Research to the Milton B. Satcher, Jr. Distinguished Chair in Sports Medicine, Augusta University**

**Recommended:** That the Board approve the request of President Brooks Keel that Augusta University (“AU”) be authorized to redesignate the Milton B. Satcher, Jr., M.D. Distinguished Chair for Musculoskeletal Disease Research to the Milton B. Satcher, Jr. Distinguished Chair in Sports Medicine, effective November 9, 2016.

**Abstract:** Augusta University seeks approval to redesignate the Milton B. Satcher, Jr., M.D. Distinguished Chair for *Musculoskeletal Disease Research* to the Milton B. Satcher, Jr. Distinguished Chair in *Sports Medicine*. The Augusta University Foundation has \$1,018,087 in funds available to support the endowed faculty position. The endowed position’s namesake, Dr. Milton B. Satcher, Jr. is a graduate of the Medical College of Georgia’s class of 1956. During his forty plus years of practice before retiring in year 2004, Dr. Satcher engaged in the preservation, investigation, and restoration of the form and function of the extremities, spine, and associated structures by medical, surgical, and physical means. Dr. Satcher has been and continues to be a generous supporter of the Medical College of Georgia.

**10. b. Establishment of the Georgia Power Chair, Georgia Institute of Technology**

**Recommended:** That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the Georgia Power Chair, effective November 9, 2016.

**Abstract:** Georgia Institute of Technology seeks to establish the Georgia Power Chair. The Georgia Tech Foundation has confirmed that funds are available such that a \$1.5 million endowment will be housed within the College of Sciences. It is proposed that the special faculty position enhance the College’s ability to attract and retain eminent teacher-scholars to various faculty positions of academic leadership in the field of energy. The donor agreement stipulates that the College have flexibility in determining distributions from the endowment fund at levels required to support a combination of faculty positions to meet the needs of the academic unit.

**Biosketch:** Georgia Power, a public electric utility company that serves more than approximately 2.4 million customers, has been a long and generous corporate supporter of the Georgia Institute of Technology. As early as year 1912, the former Georgia Railway and Power Company first recruited Georgia Tech co-op students for select positions. The company has provided support for faculty members and their research in the areas of energy and the environment with total philanthropy in excess of \$30 million in funds.

10. **c. Establishment of the Pratt and Whitney Professorship, Georgia Institute of Technology**

**Recommended:** That the Board approve the request of President G. P. Peterson that Georgia Institute of Technology (“GIT”) be authorized to establish the Pratt and Whitney Professorship, effective November 9, 2016.

**Abstract:** Georgia Institute of Technology seeks approval to establish the Pratt and Whitney Professorship. The Georgia Tech Foundation has confirmed that the proposed Professorship is supported with a \$750,000 endowment that will be housed within the School of Aerospace Engineering. The donor agreement stipulates that the School have flexibility in determining distributions from the endowment fund at levels required to support a combination of faculty positions to meet the needs of the academic unit. The Professorship is supported through the philanthropy of Pratt & Whitney.

**Biosketch:** Founded in 1925, Pratt & Whitney, a United Technologies Corporation company subsidiary, is a world leader in the design, manufacture, and service of aircraft engines and auxiliary power units. Pratt & Whitney’s large commercial engines power more than twenty-five percent of the world’s mainline passenger aircraft fleet. They have built a long and distinguished record of providing high quality military engines to twenty-nine armed forces around the world. Georgia Tech has established a positive relationship with Pratt & Whitney as reflected through corporate support.

10. **d. Redesignation of the Aziz and Farahnaz Hashim Distinguished Scholar for Franchise Entrepreneurship to the Aziz and Farahnaz Hashim Professorship for Franchise Entrepreneurship, Georgia State University**

**Recommended:** That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to redesignate the Aziz and Farahnaz Hashim Distinguished Scholar for Franchise Entrepreneurship to the Aziz and Farahnaz Hashim Professorship for Franchise Entrepreneurship, effective November 9, 2016.

**Abstract:** Georgia State University seeks approval to redesignate the Aziz and Farahnaz Hashim *Distinguished Scholar* for Franchise Entrepreneurship to the Aziz and Farahnaz Hashim *Professorship* for Franchise Entrepreneurship. The Georgia State University Foundation has \$300,000 in funds available to support the redesignation of this endowed faculty position. In addition to the current balance, the philanthropic donors, Aziz and Farahnaz Hashim, have pledged additional funding over the next four years to further support additional special faculty positions.

10. **e. Establishment of the Association of Real Estate Alumni (AREA) Professorship, Georgia State University**

**Recommended:** That the Board approve the request of President Mark P. Becker that Georgia State University (“GSU”) be authorized to establish the Association of Real Estate Alumni (AREA) Professorship, effective November 9, 2016.

**Abstract:** Georgia State University seeks approval to establish the Association of Real Estate Alumni (AREA) Professorship in the J. Mack Robinson College of Business. The Georgia State University Foundation has confirmed that \$250,000 in funds are available to support the endowed faculty position. The focus of the Professorship will be consumer behavior and corporate real estate management. The faculty member selected for the Professorship is expected to be engaged in highly visible research, teaching, and service as would be consistent with the intent, academic and professional interests of the position. The Department of Real Estate is recognized by the Journal of Real Estate Literature as third worldwide in research productivity in the top three peer-reviewed real estate journals. The Association of Real Estate Alumni Professorship will enable Georgia State University to recruit and retain faculty who are internationally recognized for their research.

**11. Named Faculty Position Appointments**

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

**Institution Name:** Augusta University

**Faculty's Name:** Dr. Monte Hunter

**Chair/Professorship Name:** Milton B. Satcher, Jr., MD Distinguished Chair in Sports Medicine

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Kim Cobb

**Chair/Professorship Name:** Georgia Power Chair

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Daniel Goldman

**Chair/Professorship Name:** Dunn Family Professorship II

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Deirdre Shoemaker

**Chair/Professorship Name:** Dunn Family Professorship I

**Institution Name:** Georgia Institute of Technology

**Faculty's Name:** Dr. Massimo Ruzzene

**Chair/Professorship Name:** Pratt and Whitney Professorship

**Information Item:**

**Degree Productivity and Low-Producing Programs Report:**

**Abstract:** Dr. Marci Middleton, Assistant Vice Chancellor for Academic Programs, will provide a presentation on the degree productivity initiative and low-producing programs ending with metrics for the 2015 – 2016 academic year. The Degree Productivity and Low-Producing Programs report measures the progress of academic units and institutions with a contextualized review of degree attainment in terms of each academic program offered by a university system institution. Attendant reviews and assessments further aid campus-based discussions on how to further increase the number of graduates and strengthen degrees and majors.



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

**November 9, 2016**

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**APPROVAL ITEMS**

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| 1. Mutual Aid Agreement: South Georgia State College | 1 |
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**INFORMATION ITEM**

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|---|---|
| 2. Bylaws Revision: Institutions of the University System | 2 |
| 3. Executive Session                                      | 3 |

**1. Mutual Aid Agreement: South Georgia State College**

South Georgia State College seeks the Board of Regents' permission to enter into a mutually beneficial emergency management services arrangement with the Ware County Sheriff's Office.

**2. Revision to Bylaws of the Board of Regents: Institutions of the University System**

It will be recommended that Bylaw I.6, Institutions of the University System, be amended at the Board of Regents' January 2017 meeting, as set forth below:

**Institutions of the University System**

The University System of Georgia shall consist of the following institutions and such other institutions as may be established by the Regents from time to time:

**Research Universities**

**Augusta University**

Georgia Institute of Technology  
~~Georgia Regents University~~  
Georgia State University  
University of Georgia

**Regional Comprehensive Universities**

Georgia Southern University

**Kennesaw State University**

**University of West Georgia**

Valdosta State University

**State Universities**

Albany State University  
Armstrong State University  
Clayton State University  
Columbus State University  
Fort Valley State University  
Georgia College & State University  
Georgia Southwestern State University  
~~Kennesaw State University~~  
**Middle Georgia State University**  
Savannah State University  
~~Southern Polytechnic State University~~  
University of North Georgia  
~~University of West Georgia~~

**State Colleges**

Abraham Baldwin Agricultural College  
Atlanta Metropolitan State College  
**Bainbridge State College**  
College of Coastal Georgia  
Dalton State College  
~~Darton State College~~  
East Georgia State College

Georgia Gwinnett College  
Georgia Highlands College  
~~Georgia Perimeter College~~  
Gordon State College  
~~Middle Georgia State College~~  
South Georgia State College

**~~Two-Year Colleges~~**

~~Bainbridge State College~~

**3. Executive Session**

The committee will enter executive session to discuss litigation matters and applications for discretionary review. Applications for review are made to the Board of Regents Office of Legal Affairs pursuant to Policy 8.6 Applications for Discretionary Review. They are typically personnel matters and issues of academic status.

**AGENDA**

**COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

**November 9, 2016**

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**INFORMATION ITEMS**

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| 1. | Report on First Quarter Revenues and Expenditures  | 1 |
| 2. | Revisions to <i>Bylaws of the Board of Regents</i> , Section 12: Budgets of Institutions | 2 |
| 3. | Revisions to <i>Board of Regents Policy Manual</i> , Section 7.0 Finance and Business    | 3 |

## **AGENDA**

### **COMMITTEE ON FINANCE AND BUSINESS OPERATIONS**

**November 9, 2016**

**1. Information Item: Report on First Quarter Revenues and Expenditures**

Associate Vice Chancellor for Fiscal Affairs and Budget Director, Tracey Cook, will present information on the First Quarter Revenues and Expenditures for the University System of Georgia.

2. **Information Item: Revision to *Bylaws of the Board of Regents*, Section 12: Budgets of Institutions**

At the Board's January 2017 meeting, it will be recommended that Bylaw 12 ("Budgets of Institutions") be amended as set forth below. Please note, strikethrough text represents a deletion from the current version, and bold, highlighted text represents an addition:

**12. Budgets of Institutions**

The Board shall make the allocation of funds to the several institutions **annually** at the ~~April meeting or the next~~ **a** regular meeting following the approval of the Appropriations Act ~~or as soon thereafter as may be practicable in each year~~ and shall **also** approve the budgets of the institutions and the office of the Board of Regents **annually** at the ~~a~~ regular ~~June~~ meeting **following approval of the Appropriations Act** ~~in each year or as soon as thereafter as may be practicable.~~



### 3. **Information Item: Revisions to Board of Regents Policy Manual, Section 7.0 Finance and Business**

At the Board's January 2017 meeting, it will be recommended that Board Policy Manual, Section 7.0 Finance and Business be amended as noted below. The proposed changes to Board policy will aid in providing more flexibility with respect to the timing of Board approvals. These changes are consistent with the proposed changes to the Bylaws of the Board of Regents, Section 12: Budgets of Institutions.

Please note, strikethrough text represents a deletion from the current version, and bold, highlighted text represents an addition.

#### **Section 7.0: Finance and Business**

##### ***7.1.1 Allocation of Funds***

The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. **Annually,** ~~the~~ **The** Board shall make the allocation of funds to the institutions ~~at the April meeting or the next regular meeting~~ following the approval of the Appropriations Act, ~~or as soon thereafter as may be practicable in each year,~~ and shall approve the budgets of the institutions and of the office of the Board of Regents ~~at the regular June meeting in each year, or as soon thereafter as may be practicable.~~

##### ***7.3.1 Tuition***

###### **7.3.1.1 Definitions**

###### **Tuition**

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

Tuition for both undergraduate and graduate students enrolled at a USG institution shall be charged at the full rate for students enrolled for fifteen (15) credit hours or more, and at a per credit hour rate for students enrolled for less than fifteen (15) credit hours, effective July 1, 2009. Graduate tuition will be charged at the full rate for students enrolled for twelve (12) credit hours, and at a per credit hour rate for students enrolled for less than twelve (12) credit hours (BoR)

**3. Information Item: Revisions to Board of Regents Policy Manual, Section 7.0 Finance and Business (continued)**

Minutes, June 2009). Distance education courses and programs as defined in [Section 7.3.1.4 of this Policy Manual](#) may be exempted from this policy and charged on a per credit hour basis.

Further, a “finish-in-four” tuition model that provides for a flat tuition based on fifteen (15) hours a semester will be charged at University of Georgia, Georgia Institute of Technology and Georgia College and State University for all undergraduate students taking in excess of six (6) hours, to encourage students to graduate in four (4) years. Students taking six (6) hours or fewer will pay a flat rate that will be lower than the 15-hour rate. The “finish-in-four” model is effective July 1, 2009, for University of Georgia and Georgia Institute of Technology and July 1, 2011, for ~~and~~ Georgia College and State University.

A “finish-in-four” tuition model that provides for a flat tuition based on fifteen (15) hours a semester will be charged at ~~Georgia Regents~~ **Augusta** University for all undergraduate students taking ten (10) hours or more. Students enrolled at ~~Georgia Regents~~ **Augusta** University taking less than ten (10) hours will continue to be charged tuition on a per-credit-hour basis.

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

**In-State Tuition**

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

**Out-of-State**

**Tuition**

**Out-of-State Tuition** shall be defined as the rate paid by students who do not meet the residency status requirements as provided in [Section 4.3 of this Policy Manual](#). Out-of-state tuition at all USG institutions shall be established by the Board, taking into consideration: (1) out-of-state tuition rates of peer or comparable institutions, and (2) the full cost of instruction. The annual increase in the out-of-state tuition amount must be at least equal to the dollar increase amount in in-state tuition.

**Semester**

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

3. **Information Item: Revisions to Board of Regents Policy Manual, Section 7.0 Finance and Business (continued)**

*7.3.2 Student Fees and Special Charges*

**7.3.2.1 Mandatory Student Fees**

Mandatory student fees are defined as fees that are assessed upon enrollment to all students, all undergraduate students, or all full-time undergraduate students on one or more campuses of an institution. Fees assessed to one of the aforementioned groups of students with an exclusion for distance learning students are also defined as mandatory fees. Mandatory fees may be required by the Board of Regents or by the institution subject to approval by the Board of Regents. Specifically included in the definition of mandatory student fees are those fees due prior to registration that may be refunded later in the semester and fees for which the student receives a cash equivalent in the amount of the fee.

Mandatory fees shall include, but not be limited to:

1. Intercollegiate athletic fees;
2. Student health service fees;
3. Transportation or parking fees (if the latter are charged to all students);
4. Student activity fees;
5. Technology fees;
6. Facility fees; and
7. Mandatory food service fees.

Purposes and rates for all mandatory fees shall be approved by the Board of Regents **annually** at ~~its meeting in April~~ to become effective the following fall semester. Exceptions to this requirement may be granted upon recommendation of the Chancellor and the approval of the Board of Regents. When there is a change in the purpose of the mandatory fee, it shall be subject to approval by the Board of Regents. All mandatory fees assessed to students enrolled in twelve (12) credit hours or more shall be assessed at the Board approved rate. Institutions may prorate mandatory fees on a per-credit-hour basis for students taking fewer than twelve (12) credit hours. Institutions may elect to reduce Board-approved mandatory fees for students enrolled in summer courses.

Proposals submitted by an institution to increase mandatory student fees, proposals to create new mandatory student fees, or a change in the purpose of a mandatory fee, shall first be presented for advice and counsel to a committee at each institution composed of at least fifty percent (50%) students, except in special circumstances when a general purpose fee is instituted system-wide by the Board of Regents. The committee shall include at least four students, who shall be appointed

**3. Information Item: Revisions to Board of Regents Policy Manual, Section 7.0 Finance and Business (continued)**

by the institution's student government association. Institutions and student government associations should make a concerted effort to include broad representation among the students appointed to the committee.

All mandatory student fees collected by an institution shall be budgeted and administered by the president using proper administrative procedures, which shall include the advice and counsel of an advisory committee composed at least fifty percent (50%) students, except in special circumstances when a general purpose fee is instituted system-wide by the Board of Regents. The committee shall include at least four students, who shall be appointed by the institution's student government association. Institutions and student government associations should make a concerted effort to include broad representation among the students appointed to the committee.

Mandatory student fees shall be used exclusively to support the institution's mission to enrich the educational, institutional, and cultural experience of students. All payments from funds supported by student mandatory fees shall be made according to approved business procedures and the appropriate business practices of the institution.

**7.3.2.2 Elective Fees and Special Charges**

Institution presidents are authorized to approve elective fees and special charges as outlined below; however, any fee or special charge that is required to be paid by any standard subgroup of students based on grade level or previous credit hours earned shall undergo the same approval process as mandatory fees. Any elective fee or special charge that is required to be paid by all students in a specific degree program or in a specific course, with the exception of laboratory fees and supplemental course material fees shall be approved by the Board, but shall not require review by a student fee committee.

**Housing Fees**

Housing fees are defined as fees paid by students who live in institutional residential facilities. All housing fees, except for housing fees that are proposed to support debt service and operating costs on new housing projects funded with private funds, shall be approved annually by the institution president in April of each year. Each institution shall notify the Chancellor annually of all institutionally-approved housing fees. The housing fees that support debt service shall be approved by the Board annually to become effective the following fall semester. ~~Each institution shall notify the Chancellor annually of all institutionally approved housing fees.~~

3. **Information Item: Revisions to Board of Regents Policy Manual, Section 7.0 Finance and Business (continued)**

**Food Service Fees**

Food service fees are defined as fees paid by students who elect to choose an institutional food service plan. Food service fees assessed to all undergraduate students, all full-time undergraduate students, or any standard subgroup of students based on grade level or previous credit hours earned are not considered an elective fee and must be approved by the Board as a mandatory fee. This includes food service fees due prior to registration that may be refunded later in the semester and food service fees for which the student receives a cash equivalent in the amount of the fee. ~~All food service fees that support debt service shall be approved by the Board.~~ Each institution shall notify the Chancellor annually of all institutionally-approved food service fees. **All food service fees that support debt service shall be approved by the Board annually to become effective the following fall semester.**

**Other Elective Fees and Special Charges**

Other elective fees and special charges are defined as those fees and charges that are paid selectively by students. These fees and charges may include, but are not limited to:

1. Resident hall deposits;
2. Penalty charges;
3. Non-mandatory parking fees and parking fines;
4. Library fines;
5. Laboratory fees;
6. Post office box rentals; and
7. Supplemental course material fees to cover specific costs, such as art materials, course packets/kits, museum admissions, travel to off-campus learning sites, safety equipment, software/videos, and special equipment.

Institutional presidents are authorized to establish and adjust these fees, as appropriate. Prior to implementation of such fees, institutions shall be required to report to the Chancellor any establishments and adjustments made thereto under procedures established by the USG chief fiscal officer.

**Continuing Education Fees**

Institutional presidents shall be authorized to establish fees for non-credit-hour courses and programs as defined in [Section 5.2 of this Policy Manual](#).

**AGENDA**

**COMMITTEE ON PERSONNEL AND BENEFITS**

**November 9, 2016**

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**INFORMATIONAL ITEMS**

1. Report of waivers granted under Policy 8.2.8.2 Definition of a USG Retiree/  
Eligibility for Retirement 1

1. **Report of Waivers granted under Policy 8.2.8.2 Definition of a USG Retiree/  
Eligibility for Retirement**

Ms. Marion Fedrick, Vice Chancellor of Human Resources, will provide an update on waivers granted under Policy 8.2.8.2 Definition of a USG Retiree/Eligibility for Retirement.

## AGENDA

### COMMITTEE ON REAL ESTATE AND FACILITIES

November 9, 2016

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**AGENDA**

**COMMITTEE ON REAL ESTATE AND FACILITIES**

**November 9, 2016**

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**APPROVAL ITEMS**

12. Acquisition of Real Property, Lease of Real Property and Authorization of Projects,  
755 Hank Aaron Drive, SE, Atlanta, Georgia State University 12

**1. Special Recognition**

Vice Chancellor Jim James will inform the Board about a special recognition at the 2016 Facilities Officers Conference, held in Savannah, Georgia on October 26 to 28, 2016.

2. **Authorization of Project BR-66-1701, Public Safety Building Renovation and Expansion, Georgia Southern University**

Recommended: That the Board authorize Project No. BR-66-1701, Public Safety Building Renovation and Expansion, Georgia Southern University (“GSOU”) with a total project budget of \$2,500,000 to be funded from institutional funds.

The scope of this project involves the renovation of 5,950 square foot (“SF”) of existing space in GSOU’s Public Safety Building and construction of an 1,890 SF expansion to accommodate additional staff. The new space would provide offices, work spaces for patrol officers, an expanded training and roll call room, and additional equipment storage. Infrastructure upgrades are also planned, including new fire alarm systems, a sprinkler system, and improvements to the building envelope, site security and parking.

The estimated construction cost for this project is \$1,827,000.

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

**3. Authorization of Project No. BR-66-1702, Russell Student Union HVAC Upgrade, Georgia Southern University**

Recommended: That the Board authorize Project No. BR-66-1702, Russell Student Union HVAC Upgrade, Georgia Southern University (“GSOU”) with a total project budget of \$2,400,000 to be funded from institutional funds.

Russell Student Union is one of the most highly-utilized building on GSOU’s campus, housing student support spaces, classrooms, a ballroom, theater, and multiple computer labs. The existing heating, ventilation, and air-conditioning (HVAC) systems are original to the building and, at 26 years old, are near the end of their useful life. Replacement of these systems, as well as all air handling units, variable air volume boxes, and fan coil units, would improve efficiency, increase occupant comfort and allow better management of the building’s humidity levels.

The estimated construction cost for this project is \$2,074,000.

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

4. **Authorization of Project BR-10-1704, Alice H. Richards Children's Garden at the State Botanical Garden of Georgia, University of Georgia**

Recommend: That the Board approve project BR-10-1704, the Alice H. Richards Children's Garden ("Children's Garden"), University of Georgia ("UGA") with a total project budget of \$4,000,000 to be funded from private gifts and donations.

Understandings: Located at the State Botanical Garden of Georgia ("SBG") on South Milledge Avenue in Athens and encompassing approximately two acres, the Children's Garden would allow UGA to assume a leadership role in linking university academic studies and research to the national effort to enhance science education of young children at botanical gardens. As an educational facility, the Children's Garden would serve UGA students and faculty, as well as visitors from Georgia, the southeast and beyond.

Plans for the Children's Garden are consistent with the SBG's focus on environmental education. Key features included in the schematic design are theme gardens, edible landscapes, a tree house and canopy walk, creature habitats, hands-on garden plots and historical interpretive elements specific to Georgia and the region.

Development efforts are continuing to raise an additional \$1,000,000 in funds to support ongoing maintenance and staffing needs specific to the Children's Garden.

The estimated construction cost for this project is \$3,215,000.

If authorized by the Board, the University System Office staff and UGA will proceed with design and construction of the project in accordance with Board of Regents procedures. Design is estimated to be complete by August 2017 with completion of construction estimated in August 2018.

**5. Authorization of Project BR-10-1705, Boyd Golf Center Renovation and Addition, University of Georgia**

Recommend: That the Board approve project BR-10-1705, Boyd Golf Center Renovation and Addition, University of Georgia (“UGA”) with a total project budget of \$4,350,000 to be funded from \$2,700,000 of private gifts and \$1,650,000 from UGA Athletic Association (“UGAA”) cash reserves.

Understandings: Constructed in 1998, the Boyd Golf Center (the “Golf Center”) is located at the UGA Golf Course on Riverbend Road and houses UGA’s men and women’s varsity golf teams and their coaching staffs.

The proposed renovation and addition (the “Project”) would improve the Golf Center’s existing space and increase the building area from 4,180 square feet (“SF”) to 8,410 SF. Upgrades to the team locker rooms and new team lounges for the men's and women's teams are planned as part of the Project. In addition, the existing shared team lounge would be converted into a multipurpose room with support spaces for club repair and storage.

The Project would require an amendment to the UGAA’s existing lease limits to accommodate the expanded footprint. A site license for construction activities and easements to support utilities would also be required.

The estimated construction cost for this project is \$2,598,403. The UGAA Board has approved the Project and would oversee its construction and hold the contracts.

If authorized by the Board, the University System Office staff, UGA and UGAA will proceed with design and construction of the project in accordance with Board of Regents procedures. Construction is anticipated to commence in December 2016 with completion by October 2017.

**6. Appointment of Construction Management Firm, Project No. BR-10-1703, Renovation of Russell Hall, University of Georgia**

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

A qualifications-based selection process was held in accordance with Board of Regents procedures to identify and rank firms. The following recommendation is made:

**Project No. BR-10-1703, Renovation of Russell Hall, University of Georgia**

Project Description: Authorized by the Board in October 2016, this renovation project will increase room space and flexibility and provide students with individualized in-room temperature controls. Along with enhanced student study and community spaces, the hall bathrooms will be configured for greater privacy in shower and toilet areas. In addition to a complete update of the mechanical, electrical, plumbing and IT systems, windows will be replaced to improve energy efficiency and modifications made to enhance ADA accessibility. The project will be funded from institution funds (UGA Housing Reserves).

Total Project Cost: \$44,500,000  
Construction Cost (Stated Cost Limitation): \$34,500,000

Number of firms that applied for this commission: 12

Recommended firms in rank order:

- 1)
- 2)
- 3)

7. **Amendment to Sub-Rental Agreement, 2530 Sever Road, Lawrenceville, University of Georgia**

Recommended: That the Board authorize the execution of an amendment to a sub-rental agreement between UGA Real Estate Foundation, Inc., as Sub-Landlord, and the Board of Regents, as Sub-Tenant, for the use and benefit of the University of Georgia (“UGA”). This amended lease of approximately 60,000 square feet of office space located at 2530 Sever Road in Lawrenceville would cover the period from January 1, 2017, through June 30, 2017, with monthly rent totaling \$118,750 per month (\$1,425,000 per year annualized/\$23.75 per square foot per year). This agreement would include options to renew on a year-to-year basis for nine (9) consecutive, one-year periods followed by a final extension term of ten (10) months through April 30, 2027. Rent for the first option period from July 1, 2017 to June 30, 2018 would average \$120,375 per month (\$1,444,500 per year/\$24.08 per square foot per year), with rents increasing at approximately 2.75% per year in subsequent renewal periods.

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

Understandings: UGA began leasing this space in January 2008 for the purposes of providing graduate degree and continuing education programs in Gwinnett County. The current lease of this space is scheduled to expire in December 2018, but rental concessions offered by the Sub-Landlord would create savings totaling over \$580,000 in the first two years of the amendment. Furthermore, the Sub-Landlord has agreed to a tenant improvement allowance of \$480,000, which could be applied as additional rental credit at the option of the Sub-Tenant.

Operating expenses, including electricity, insurance and Sub-Landlord administrative fee are estimated to be \$263,903 per year, annualized.



**8. Amendments to Sub-Rental Agreements, 75 5<sup>th</sup> Street, Centergy One Office Building, Atlanta, Georgia Institute of Technology**

Recommended: That the Board authorize the execution of amendments to extend two sub-rental agreements between the Georgia Tech Research Corporation (the “GTRC”), as Sub-Landlord, and the Board of Regents, as Sub-Tenant, for the use and benefit of the Georgia Institute of Technology (“GIT”). These two leases of 12,406 square feet (“SF”) and 27,291 SF of research and administrative support space at 75 5<sup>th</sup> Street would cover the period from January 1, 2017, through June 30, 2017, at a monthly rent of \$28,430.42 and \$62,541.88, respectively (total annualized rent costs for both leases would be \$1,091,667.60/\$27.50 per square foot, per year). The agreements would include options to renew on a year-to-year basis for three consecutive, one-year periods, followed by one, six-month extension through December 31, 2020. All renewals during the term do not involve a rate escalation.

Understandings: The existing sub-rental agreements are associated with the lease of Suites 600, 635, 650, 700, 730, and 760 in the Centergy One Office Building in Midtown Atlanta. Extension of these leases would allow for Georgia Tech Research Institute’s (“GTRI”) continued use of this space for research that serves a variety of government customers in the fields of computer and network security, enhanced public safety networking and communications, test and evaluation, and high performance computing. GTRI would also continue to use the space for the GIT Institute for People and Technology (IPaT). IPaT serves as a hub for innovation where GIT faculty, students, industry partners, government partners and other stakeholders meet to address complex societal challenges. IPaT focuses on engaging the GIT community and external partners through its investment in unique research platforms, living laboratories and datasets, partnership with GIT’s Enterprise Innovation Institute (EI2), and through its alignment with many ongoing research activities on campus.

All operating expenses, with the exception of property taxes estimated to be \$171,858 annually (\$4.33 per square foot), are included in the rent rate.

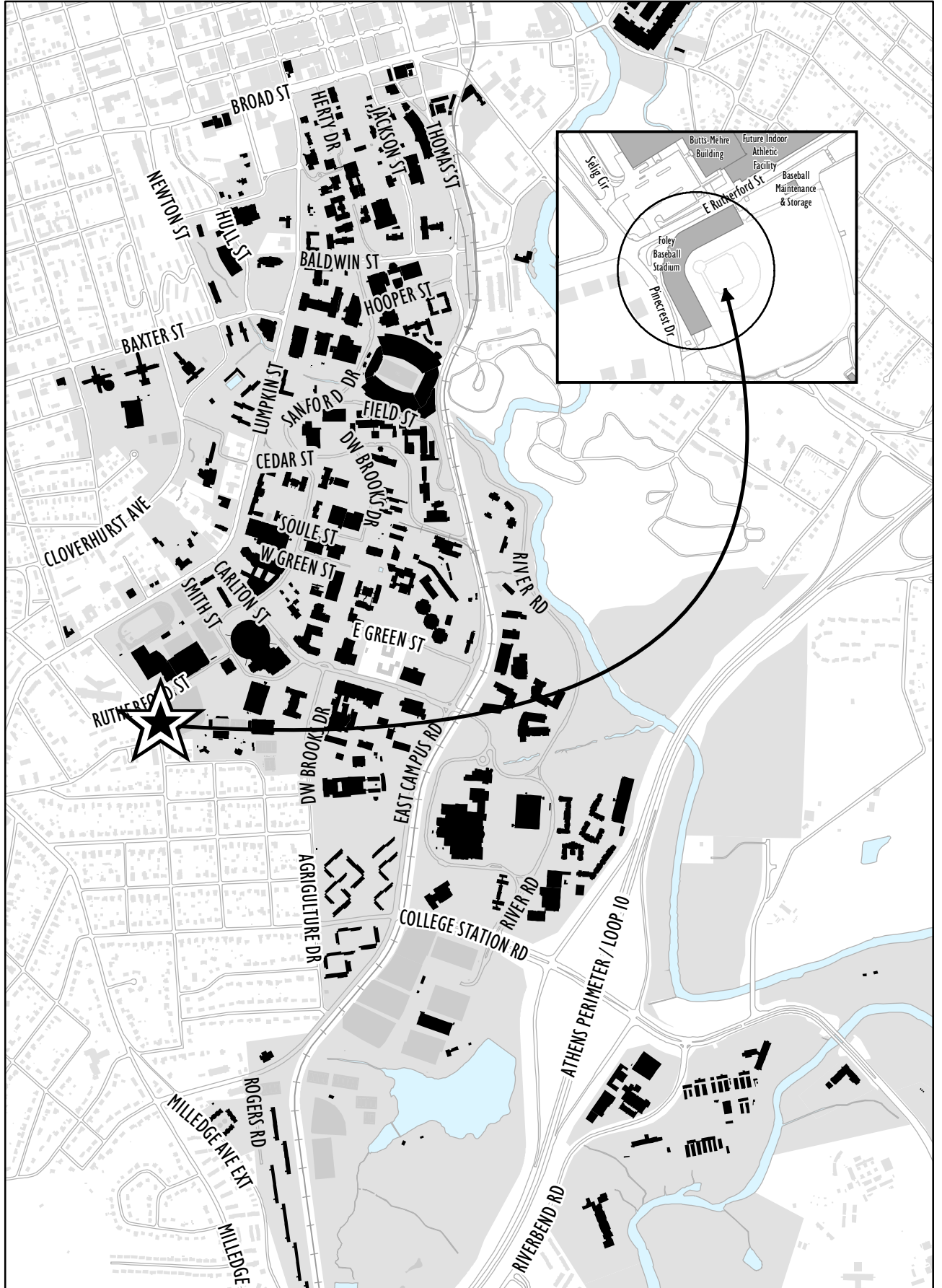
**9. Naming of Chris and Stephanie Webb Bullpen, University of Georgia**

Recommended: That the Board approve the naming of the outdoor bullpen at Foley Field on the University of Georgia (“UGA”) campus as the “Chris and Stephanie Webb Bullpen” in recognition of the generosity of Chris and Stephanie Webb.

Understandings: President Jere Morehead confirms that this naming conforms to the UGA naming guidelines and with the Board of Regents naming policy.

Chris Webb is a graduate of UGA’s Terry College of Business and was a pitcher on the baseball team from 2002 to 2004. He and his wife, Stephanie, are longtime supporters of the UGA Athletic Association and previously contributed to the Butts-Mehre expansion project in 2009. The naming of the bullpen is in recognition of a \$50,000 gift, of which \$30,000 has been received.

Originally constructed in 1966, Foley Field has had several enhancements over the years to improve the fan and player experience. With a current seating capacity of 3,291, it is known for being one of the most spectator-friendly parks in college baseball.



**10. Naming of Frank D. Brown Hall, RiverPark Campus, Columbus State University**

Recommended: That the Board approve the naming of the new building on the RiverPark campus of Columbus State University (“CSU”) as “Frank D. Brown Hall” in recognition of the outstanding service of Dr. Frank D. Brown, the institution’s third president.

Understandings: President Chris Markwood confirms that this naming conforms to the CSU naming guidelines and with the Board of Regents naming policy.

At his retirement in June 2008 after two decades of service as president of CSU, Dr. Brown was the longest-serving president in the University System of Georgia. A true servant leader, he worked tirelessly to establish trust and collaboration among faculty, students, and staff. He also cultivated many mutually productive relationships with the people, businesses, and organizations served by CSU.

Under Dr. Brown’s guidance, CSU raised \$100,000,000 in a successful capital campaign focused on what has become CSU’s RiverPark campus in downtown Columbus. Completely developed with private funds, the RiverPark Campus is home to the Schwob School of Music and the departments of art, theater, communication and history.

The most recent step in CSU’s revitalization of the downtown area is a new center that will house the university’s nursing programs and many of its education programs starting in January 2017. Completely funded through private giving, the building is partially developed out of the historic former home of the Columbus Ledger-Enquirer and will serve as the ‘front door’ and northernmost property to the RiverPark campus. Placing Dr. Brown’s name on the building is an appropriate testament to his vision, service, and impact on CSU and the Columbus community.



Building to be named  
Frank D. Brown Hall

Main campus is 7 miles  
NE of downtown

- 01 Broadway Crossing (Student housing)
  - 02 Carpenter Hall (Communitas)
  - 03 Center for Education and Nursing
  - 04 Columbus Hall (Student housing)
  - 05 Corn Center for the Visual Arts
  - 06 \*CSU's Coca-Cola Space Science Center (701 Feet tall)
  - 07 Depot
  - 08 Dillingham Plaza
  - 09 Fontaine Hall (Student housing)
  - 10 Ogilveshoe Building (Student housing)
  - 11 \*Orbow Meadows Environmental Learning Center (2535 S Langkate Rd)
  - 12 The Rankin Urban, Bookstore, Bookstore Art Center, Bookstore Garden, Student (Student housing)
  - 13 Riverside Theatre
  - 14 Saunders Center for Music Studies (School of Music)
  - 15 University Police (SU Barfisk campus)
  - 16 Woodruff Park
  - 17 Yancey Center at One Arsenal Place (College of the Arts, Department of Art, Health, History and Geography; Student housing)
- Over for Main Campus map.

- \*Not Pictured
- ⊕ Health Center
- S Shuttle Stop
- P Parking

# RiverPark Campus



**11. Ground Lease and Rental Agreement, Living Building, Atlanta, Georgia Institute of Technology**

Recommended: That the Board declare approximately 5.26 acres of real property (the “Property”) on the campus of the Georgia Institute of Technology (“GIT”), to be no longer advantageously useful to GIT or other units of the University System of Georgia, but only to the extent and for the purpose of allowing this real property to be ground leased to Georgia Tech Facilities Inc. (“GTFI”), for the construction of an approximately 42,500 gross square feet facility (the “Project”).

Recommended further: That the Board authorize the execution of a ground lease (the “Ground Lease”) of the Property, between the Board of Regents, as Lessor, and the GTFI, as Lessee, for a construction term not to exceed two years and a primary term not to exceed twenty years from the date GTFI obtains a certificate of occupancy for the Project.

Recommended further: That the Board authorize the grant of any necessary access, license, encroachment and use agreements between the Board of Regents, as Grantor, and the GTFI, as Grantee that may be required for the construction and/or operation of the Project.

Recommended further: That the Board authorize the execution of a rental agreement between the GTFI, as Landlord, and the Board of Regents, as Tenant, for the Project for the period commencing on the first day of the month after GTFI obtains a certificate of occupancy for the Project, and ending the following June 30 at a base rent not to exceed \$10 per year, along with an option to renew annually for up to nineteen consecutive, one-year periods at the same base rent for each option period exercised.

Understandings: In September 2015, the Board was informed that GIT desired to utilize \$25,000,000 in private funding to design and construct a sustainability focused “Living Building.” Through integration with the surrounding environment and connection to the campus-wide Eco-Commons/stormwater management system, the Project would support initiatives in energy conservation and generation, performance landscaping, urban agriculture, open green space amenities development, and water recovery and management.

As the first Living Building Challenge 3.0 (“LBC”) major certified building in Georgia, the Project would encourage innovation and entrepreneurship and allow for the showcase of developing and leading technologies. The LBC is a program, advocacy tool and philosophy that defines the most advanced measure of sustainability possible in the current built environment.

The anticipated schedule is for Project construction to commence in early 2017, with completion in late 2018.

At the end of the term of the Ground Lease, the real property, all improvements, and any accumulated capital reserves would revert to the Board of Regents.

**12. Acquisition of Real Property, Lease of Real Property and Authorization of Projects, 755 Hank Aaron Drive, SE, Atlanta, Georgia State University**

Recommended: That the Board authorize the purchase of an approximately 38.394 acre tract of improved real property (the “Property”) located at and adjacent to 755 Hank Aaron Drive, SE, Atlanta, Georgia from Panther Holdings, LLC (“Panther”) for \$22,800,000 for the use and benefit of Georgia State University (“GSU”).

Recommended further: That the Board authorize the lease of an approximately 3.087 acre tract of real property located adjacent to Hank Aaron Drive, SE and Fulton Street, SE, Atlanta, Georgia between Panther, as Landlord, and the Board of Regents, as Tenant, for a term of one year with two options to renew for one year each at a fixed annual rent of \$58,821.

Recommended further: That the Board authorize Project No. BR-50-1701, Stadium Renovation Phase I, with a total project budget of \$26,000,000.

Recommended further: That the Board authorize Project No. BR-50-1702, Stadium Academic Space Upgrades, with a total project budget of \$4,000,000.

Recommended further: That acquisition of the above-referenced Property include a corrective action plan to mitigate any environmental conditions on the Property and verification that the Board of Regents will receive a limitation of liability for third-party claims arising from any potential remaining environmental contamination on the Property.

Understandings: The Property to be acquired is a portion of the 68.22 total acres Panther expects to acquire from the Atlanta-Fulton County Recreation Authority, and includes the existing Turner Field baseball stadium (the “Stadium”) and the adjacent parking lots. The Board would be acquiring the Stadium site consisting of approximately 20.089 acres and adjacent parking lots totaling approximately 18.305 acres, as well as 3.087 acres pursuant to a lease. The balance of the property, consisting of approximately 25.743 acres (the “Carter Property”) will be acquired and/or leased by C&A Development, LLC. GSU will have a right of first refusal to purchase any portion of the Carter Property and related improvements. The Carter Property also will be subject to a set of master covenants, conditions and restrictions, which will be reviewed and approved by the Office of Legal Affairs.

GSU proposes \$26,000,000 in initial renovations to the Stadium to re-purpose and rebrand it for college football use with approximately 22,000 seats. These renovations would occur in two stages, with \$21,626,000 in initial improvements in Fiscal Year (FY) 2017 and approximately \$4,374,000 in FY 2018. The scope of work includes installing a new field and lighting, re-orienting the lower bowl seating, covering the upper deck seating, renovating the home and away team locker rooms, upgrading the restrooms and concession stand, installing a press box and associated audio/visual and informational technology equipment, and creating a strength and conditioning area.

**12. Acquisition of Real Property, Lease of Real Property and Authorization of Projects, 755 Hank Aaron Drive, SE, Atlanta, Georgia State University (continued)**

An additional \$4,000,000 in renovations in FY 2018 would re-purpose space on the Stadium’s club level for academic use by GSU’s Cecil B. Day School of Hospitality Administration, which would relocate from its current campus location. Any remaining funds after academic priorities are met would be used to renovate office space for the Athletics Department, enabling them to vacate the Sports Arena for future academic use by the nursing program.

Funding for the total cost of \$52,800,000 for property acquisition and repurposing the Stadium for football and academic use would be from \$47,750,000 in institutional funds, \$1,300,000 from the GSU Athletic Association, and private donations/sponsorships of \$3,750,000.

Three independent appraisals of the real property have been completed. Due to differing opinions among the appraisers regarding the valuation of the Stadium, the appraised values listed below reflect the market value of the land as if vacant and have assigned no value to the Stadium or parking improvements:

<u>Appraiser</u>	<u>Appraised Land Value</u> <u>(68.22 acres)</u>	<u>Prorated Land Value</u> <u>(38.394 acres)</u>	<u>Average</u>
Ronald A. Neyhart, MAI	\$44,325,000	\$24,945,970	
Bradley L. Kramer, MAI	\$43,000,000	\$24,200,264	\$23,886,036
J. Carl Shultz, Jr., MAI	\$40,000,000	\$22,511,873	

There are no restrictions on the acquisition and no known reversions, restrictions, or adverse easements on the Property.



# AGENDA

## COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

November 9, 2016

**Agenda Item** **Page No.**

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### APPROVAL ITEMS

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| 2. | Appointment of Chief Audit Officer | 2 |

## AGENDA

### COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

November 9, 2016

#### 1. **Approval Item: Internal Audit Plan**

Recommended: That the Board approve the November 2016 System Office Internal Audit Plan as outlined in Attachment A. Be it further resolved that the University System of Georgia Chief Audit Officer be authorized to approve revisions and modifications to the System Office internal audit plan with timely notification to the Committee on Internal Audit, Risk, and Compliance.

Recommended: That the Board approve the institutional internal audit plans as outlined in Attachment B. Be it further resolved that the University System of Georgia Chief Audit Officer be authorized to approve revisions and modifications to institutional internal audit plans. Be it further resolved that institutions developing or reestablishing an internal audit function be required to develop updated plans for review and approval by the University System of Georgia's Chief Audit Officer.

Background: Internal audit professional standards require the Chief Audit Officer to establish risk-based audit plans. The USO Office of Internal Audit and Compliance (OIAC) audit plan is prepared on a "rolling" basis to include near-term (one to six months), medium-term (seven to 12), and long-term (13-18) months. The OIAC audit plan and risk assessment is intended to assist management address significant governance, risk management, compliance, and internal control risks through internal audit assurance and consulting engagements. The audit plan and risk assessment will be presented to the Committee for review and approval approximately two times per year. The Chief Audit Officer may modify the plan as needed and will report changes to the Committee on Internal Audit, Risk, and Compliance.

The Chief Audit Officer and Vice Chancellor is charged with providing oversight, on behalf of the Board of Regents Committee on Internal Audit, Risk, and Compliance, to the 27 institutional audit functions within the University System of Georgia. As part of this oversight process, institutional chief auditors provide their campus audit plans to the Chief Audit Officer for review and approval. The System Office audit staff reviews these plans and recommends the plan for review and approval to the Chief Audit Officer. The remaining institutions receive internal audit coverage only through Office of Internal Audit and Compliance engagements.

At this meeting, Vice Chancellor for Internal Audit John Fuchko will update the Committee on the audit plans for the next 18 months.

**2. Approval Item: Appointment of Chief Audit Officer and Vice Chancellor**

Recommended: That the Board approve the Appointment of the Chief Audit Officer and Vice Chancellor.

Background: At this meeting, the Chancellor's recommendation for the appointment of the Chief Audit Officer and Vice Chancellor will be presented.