BOARD OF REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
270 Washington Street, S.W.
Atlanta, Georgia 30303-3083

BOARD OF REGENTS MEETING AGENDA
Tuesday, September 15, 2015

Approximate Times	Tab	Agenda Item	Presenter
9:00 AM Room 7019	**1**	Executive & Compensation Committee Meeting	Chairman Neil L. Pruitt, Jr.
9:30 AM Room 7007	**2**	Call to Order	Chairman Neil L. Pruitt, Jr.
	3	Invocation/Pledge of Allegiance	Mr. Juawn Jackson, SGA President, Georgia College and State University
	4	Safety Briefing	Chief of Police Bruce Holmes
	5	Approval of August 12th Minutes	Secretary Nels Peterson
	6	GRU Update	Chancellor Henry Huckaby
	7	GALILEO 20th Anniversary	Chancellor Henry Huckaby Ms. Merryll Penson, Exe. Dir. Librarian//Faculty/Student
	8	Finance & Business Operations *Adopt Budget and Capital Requests*	Regent James M. Hull Mr. John Brown
10:40 AM		**Track I Committee Meetings**	
Room 5158	**9**	Academic Affairs	Regent Lori S. Durden
Room 5158	**10**	Organization & Law	Regent Larry Walker
10:40 AM		**Track II Committee Meetings**	
Room 7007	**11**	Internal, Audit, and Risk and Compliance	Regent Richard L. Tucker
Room 7007	**12**	Economic Development	Regent C. Dean Alford
Room 7007	**13**	Real Estate & Facilities	Regent C. Thomas Hopkins
11:45 AM Room 7010	**14**	Lunch	
12:45 PM Room 7007	**15**	Reconvene	Chairman Neil L. Pruitt, Jr.
	16	Remarks from State Superintendent Richard Woods	Chairman Neil L. Pruitt, Jr. State Superintendent Richard Woods
	17	Film Academy Update	Dr. Houston Davis Dr. Jeffrey Stepakoff

BOARD OF REGENTS MEETING AGENDA
Tuesday, September 15, 2015

Approximate Times	Tab	Agenda Item	Presenter
1:30 PM	**18**	P3 Update	Chancellor Henry Huckaby Ms. Susan Ridley/ Mr. Daryl Griswold
	19	Chancellor's Report	Chancellor Henry Huckaby
	20	Committee Reports: A. Executive & Compensation B. Academic Affairs C. Economic Development D. Internal Audit, Risk and Compliance E. Organization & Law F. Real Estate & Facilities	 Chairman Neil L. Pruitt, Jr. Regent Lori S. Durden Regent C. Dean Alford Regent Richard L. Tucker Regent Larry Walker Regent C. Thomas Hopkins
	21	Unfinished Business	Chairman Neil L. Pruitt, Jr.
	22	New Business	Chairman Neil L. Pruitt, Jr.
	23	Petitions and Communications	Secretary Nels Peterson
	24	Executive Session	Chairman Neil L. Pruitt, Jr.
3:00 PM	**25**	Reconvene	Chairman Neil L. Pruitt, Jr.
	26	Adjournment	Chairman Neil L. Pruitt, Jr

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EXECUTIVE & COMPENSATION COMMITTEE

SEPTEMBER 15, 2015

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1. Executive Session: Personnel Matters

The Committee will discuss personnel matters in Executive Session.

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MODIFIED

COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS

September 15, 2015

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MODIFIED

AGENDA

COMMITTEE OF THE WHOLE: FINANCE AND BUSINESS OPERATIONS

September 15, 2015

1. Fiscal Year 2017 Operating and Capital Budget Requests

Recommended: That the Board approve the fiscal year ("FY") 2017 Operating and Capital Budget Requests.

Background: Revenue collections for FY 2015 were up 6.4% ($1.145 billion) compared to FY 2014. Georgia continues to experience increasingly strong economic growth. The state expects this continued economic growth to be sufficient to meet the mandatory growth obligations in education, healthcare and pensions while maintaining the current funding levels for core state services. The budget instructions from the Office of Planning and Budget (OPB) allow the University System of Georgia to request the formula funding increase for FY 2017.

Appendix I outlines the recommended operating request and Appendix II outlines the recommended capital request.

FY 2017 Formula Request (Appendix I: $54,452,288)

Full funding of the University System formula remains the most essential factor of the annual budget request. These funds assist the System in meeting enrollment demands, provide for new facilities maintenance, ensure affordable student tuition costs, and allow the Board to pursue key strategic initiatives. The formula request contains the following major components:

Enrollment Growth ($37.62M)

Total credit hours generated by the institutions of the University System of Georgia were 8.20 million in FY 2015, which represents an increase of 0.39%, or 31,663 credit hours, when compared to FY 2014. Total credit hours for research and comprehensive institutions increased by 1.21% and 0.22% respectively, while the total credit hours for the access institutions decreased by 0.71%. The decrease in credit hours at the access institutions is mainly due to the decline in remedial/learning support hours. As a part of Complete College Georgia, the USG is adopting corequisite remediation as the default method of remediation. This means that by fall of 2015 it is expected that the majority of Learning Support students at the majority of USG institutions will be enrolled in corequisite remedial support courses while they are also enrolled in gateway college courses.

1. Fiscal Year 2017 Operating and Capital Budget Requests (continued)

Maintenance and Operations ($5.90M):

The total resident instruction square footage in the University System is 55.8 million square feet for FY 2017, up from 54.8 million square feet in the FY 2016 formula. The increase of 1,057,836 square feet generates an additional $5.90 million in state funds, which are essential for plant operations such as utilities, custodial services, building maintenance and other related operating expenditures.

Health Insurance ($6.30M):

The University System of Georgia offers four health insurance options for employees: (1) the Consumer Choice Health Savings Account (HSA); (2) the Comprehensive Care plan; (3) Blue Choice HMO, and (4) Kaiser Permanente HMO. The rate changes for plan year 2017 will generate an additional $6.30 million in state funds.

Fringe for New Retirees ($5.17M):

The additional funds required for the projected 953 retirees in FY 2017 for health and life insurance premiums are $5.17 million.

Warner Robins Military and Academic Training Facility in Partnership with the Technical College of Georgia System (TCSG) ($844,950)

The FY 2017 request includes funding to support the annual operating costs at the Warner Robins Military and Academic Training. Partial funding was received in fiscal year 2016 based on the mid-year opening date of the facility.

Reduce Funding for Georgia Gwinnett College (-$1.375M):

Further, the formula funding request a reduction in the special appropriation for Georgia Gwinnett College in the amount of $1.375 million. This represents the third year of a seven-year reduction plan.

Other Items (Appendix I: $921,256)

Increases for B Units ($883,816):

The increase for FY 2017 for health insurance and new retirees for the B units costs an additional $883,816.

1. Fiscal Year 2017 Operating and Capital Budget Requests (continued)

Southern Regional Education Board ($37,440)

The FY 2017 increase for the Southern Regional Education Board (SREB) totals $37,440, which will provide adequate funding for the Optometry and Doctoral Scholars programs

Capital Request (Appendix II: $266,716,000)

The FY 2017 capital request includes $14.4 million for six equipment projects, $166.7 million for nine construction projects, and $4.5 million for three planning and design projects. In addition, funding is requested for $60 million in bond funds for Major Repairs and Renovations (MRR). The total amount requested is $245.6 million for the University System of Georgia.

The Georgia Public Library Service is requesting a total of $21.1 million in state funding for ten public library projects, funding for computer replacement, and funding to support major repairs and renovations.

The complete list of capital projects is detailed in Appendix II.

Appendix I

Board of Regents
University System of Georgia
Fiscal Year 2017 Operating Budget Request

FY 2016 State Funds	
Formula Funds	$1,795,857,875
All Other Activities	224,537,816
Total FY 2016 State Funds	**$2,020,395,691**
Formula Increase Request:	
Enrollment Growth	$37,616,707
Maintenance and Operations	$5,899,954
Health Insurance, Retiree Health and Life Benefits	$11,465,677
Warner Robins - Military and Academic Training Facility w/ TCSG	$844,950
Reduce Funding for Georgia Gwinnett College	($1,375,000)
Subtotal Formula Increase Request	**$54,452,288**
Health Insurance, Retiree Health and Life Benefits - B Units	$883,816
Southern Regional Education Board (SREB)	$37,440
Subtotal Other Items	**$921,256**
Total Increase Request	**$55,373,544**
Total FY 2017 State Funds Request	**$2,075,769,235**

Appendix II

Board of Regents
University System of Georgia
FY 2017 Capital Request

Capital Outlay: Equipment

Albany State University - Academic Building - Fine Arts	2,100,000
Columbus State University - Academic Core Renovation and Addition (Lenoir)	2,000,000
Georgia College and State University - Historic Beeson Hall Renovation	1,000,000
Georgia Gwinnett College - Building-C, Phase 3	1,400,000
Savannah State University - Science and Technology Facilities	2,000,000
University of Georgia - Business Learning Community, Phase 2	5,900,000
Equipment Subtotal	**14,400,000**

Capital Outlay: Construction

Armstrong State University - Health Professions Academic Center	22,600,000
Atlanta Metropolitan State College - Student Services & Success Center	6,500,000
Clayton State University - Academic Core Renovations	13,100,000
Columbus State University - Academic Core Renovation and Addition - Schwob	5,900,000
Georgia Highlands College - Student Academic Center - Cartersville	17,700,000
Georgia Institute of Technology - Renovation of Crosland Tower and Price Gilbert Library	47,400,000
Georgia Perimeter College - Alpharetta Labs & Student Learning	5,200,000
University of North Georgia - Convocation Center - Dahlonega	29,300,000
University of West Georgia - Biology Renovation & Expansion	18,975,000
Construction Subtotal	**166,675,000**

Capital Outlay: Design

Georgia College and State University - Historic Terrell Hall and Kilpatrick Renovations	900,000
Georgia Gwinnett College - Building-C, Phase 4	1,100,000
Kennesaw State University - Academic Learning Center (Kennesaw)	2,500,000
Planning Subtotal	**4,500,000**

Capital Outlay: Other

Major Repair and Rehabilitation	60,000,000
Other Subtotal	**60,000,000**
FY 2017 Capital Request for USG	**245,575,000**

Appendix II

Board of Regents
University System of Georgia
FY 2017 Capital Request

Georgia Public Libraries

West Georgia Regional (Carrollton, Carroll County)	2,000,000
South Georgia Regional (Valdosta, Lowndes County)	2,000,000
Dougherty County Public (Albany, Dougherty County)	2,000,000
Gwinnett County Public (Norcross, Gwinnett County)	2,000,000
Athens Regional (Bogart Public, Oconee County)	1,800,000
Sequoyah Regional (Jasper, Pickens County)	2,000,000
Middle Georgia Regional (Gray, Jones County)	1,300,000
Kinchafoonee Regional (Georgetown, Quitman County Library)	1,041,000
Flint River Regional Library (Milner Public Library, Lamar)	500,000
Statesboro Regional (Richmond Hill, Bryan County)	2,000,000
Major Repair and Rehabilitation	2,500,000
Computer Replacement	2,000,000
Georgia Public Libraries Subtotal	**21,141,000**
Total FY 2017 Capital Request	**266,716,000**

AGENDA

COMMITTEE ON ACADEMIC AFFAIRS

September 15, 2015

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2. Substantive Change to the existing Master of Science with a major in Educational Psychology to create a stand-alone Master of Science with a major in Applied Behavior Analysis, Georgia State University 4

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   b. Establishment of the Lamar B. Peacock, M.D. Distinguished Chair for the Study of Immunological Disease, Georgia Regents University 18
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1. Request for a Substantive Change to the existing Bachelor of Science with a major in Public Affairs to create a stand-alone Bachelor of Science with a major in Criminal Justice, College of Coastal Georgia

Recommended: That the Board approve the request of President Gregory F. Aloia that College of Coastal Georgia ("CCGA") be authorized to substantively change the existing Bachelor of Science with a major in Public Affairs to create a stand-alone Bachelor of Science with a major in Criminal Justice, effective September 15, 2015.

Abstract: CCGA currently offers a Bachelor of Science with a major in Public Affairs, with a concentration in Criminal Justice and Security. A significant number of students, including those enrolled in CCGA Associate degree programs have indicated a desire to complete a Bachelor's degree in Criminal Justice. In addition, local law enforcement agencies, as well as the Federal Law Enforcement Training Center – FLETC, have indicated a desire to hire students with a Criminal Justice major (as opposed to a concentration). The proposed stand-alone B.S. with a major in Criminal Justice will offer concentrations in Homeland Security and Public Management. CCGA currently has 93 Public Affairs majors with 30 students enrolled in the Criminal Justice and Security concentration. No new faculty will be required to implement the new program, and the program builds on existing curriculum, with the exception of three new classes.

Enrollment Projections: CCGA estimates the number of student majors in the B.S. with a major in Criminal Justice program to be 70 students by the end of the fourth year of implementation.

2. Request for a Substantive Change to the existing Master of Science with a major in Educational Psychology to create a stand-alone Master of Science with a major in Applied Behavior Analysis, Georgia State University

Recommended: That the Board approve the request of President Mark Becker that Georgia State University ("GSU") be authorized to substantively change the existing Master of Science with a major in Educational Psychology to create a stand-alone Master of Science with a major in Applied Behavior Analysis, effective September 15, 2015.

Abstract: The rationale for creating a stand-alone degree separate from the existing Master's in Educational Psychology is three-fold. First, the Behavior Analyst Certification Board (BACB) has made clear their intentions to increasingly restrict the types of master's degrees that will qualify individuals to sit for the certification exam. Although GSU's Educational Psychology master's degree meets the current standards, they seek to be proactive in developing a master's program in Applied Behavior Analysis to ensure our graduates hold degrees that will guarantee eligibility once further restrictions to degree type are instituted. Second, the Master's degree in Educational Psychology cannot incorporate the required nine credit hours of practicum coursework needed to qualify individuals to sit for the certification exam. The proposed Master's program allows students to complete their practicum hours without sacrificing elective coursework or requiring completion of additional hours above and beyond those expected of our Educational Psychology Master's students. Third, the Educational Psychology Master's program is designed primarily with the development of future researchers in mind, whereas the proposed master's program in Applied Behavior Analysis is designed to develop practitioners ready for immediate job placement. Currently all courses required for the proposed Applied Behavior Analysis Master's program are offered through the Department of Educational Psychology, Special Education, and Communication Disorders, and no additional resources are required.

Enrollment Projections: GSU estimates the number of student majors in the Master of Science with a major in Applied Behavior Analysis to be 20 students by the end of the fourth year of implementation.

3. Termination of the Associate of Applied Science in Early Childhood Care and Education, Bainbridge State College

Recommended: That the Board approve the request of President Richard Carvajal that Bainbridge State College ("BSC") be authorized to terminate the Associate of Applied Science in Early Childhood Care and Education, effective September 15, 2015.

Abstract: Bainbridge State College seeks to terminate the Associate of Applied Science in Early Childhood Care and Education. The institution seeks to terminate the program based on the low-producing number of graduates. Bainbridge State College has confirmed that there will be no adverse impact on faculty members or students.

4. Information Items: Revision of Board Policies Related to Associate Degrees:
a. Revision of Board Policy 3.3.1 – Core Curriculum
b. Revision of Board Policy 3.3.6 – Associate Degrees

Recommendation: That the Board approve the following changes to BOR Policy 3.3.1 – Core Curriculum and BOR Policy 3.3.6 – Associate Degrees, effective September 15, 2015.

Abstract: Current Board Policy on Associate Degrees allows only for general transfer degrees (i.e., associate of arts or associate of science degrees) that do not carry a disciplinary distinction and career degrees (associate of applied science degrees or associate of science degrees in allied health fields). When a student graduates, the title of the degree on their diploma reads only as an associate of arts or an associate of science and does not identify the disciplinary field of study in the degree program. With the focus on college completion, our institutions are working to enhance the "value" of an associate degree, not only for transfer purposes, but for employment opportunities in the workforce. The revised policy allows for some select, associate-level transfer degrees to carry a disciplinary distinction (e.g., associate of science with a major in biology or associate of arts with a major in film) because the required Area F in the degree program is a sufficiently coherent set of courses to be considered a major field of study at the associate level. Having designated associate degrees in select disciplines should enhance student recruitment at our associate-degree granting institutions. Associate degrees approved as stand-alone majors will be subject to all USG policies on Area F guidelines and comprehensive program review, and all relevant SACS-COC standards for a distinct program of study.

The following two policy changes are designed to reflect two types of transfer degrees (general and stand-alone), clarify the existing policy on career associate degrees, and remove Area F requirements from the Board's Policy on the core curriculum to align those requirements where they more appropriately belong – within the policy on associate degrees. Aligning Area F requirements with the associate degree policy will aid institutions in determining if their existing AA or AS degrees would be more appropriate as stand-alone major fields of study.

CURRENT POLICY:

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution.

Each institution's core curriculum shall consist of 60 semester hours, 42 hours in Areas A-E and 18 hours in Area F, as follows:

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours
Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours
Area F	Lower Division Major Requirements	18 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.
(BoR Minutes, October 2009, October 2014)

PROPOSED POLICY:

3.3 Curriculum

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. **All core curriculum requirements must be completed as part of the associate of arts, associate of science, bachelor of arts and bachelor of science degree programs.**

Each institution's core curriculum shall consist of **42** semester **credit** hours, **with minimum credit hours in each area of the core as follows**: ~~42 hours in Areas A-E and 18 hours in Area F, as follows:~~

Area	Name	Hours
Area A1	Communication Skills	At least 6 semester hours
Area A2	Quantitative Skills	At least 3 semester hours
Area B	Institutional Options	At least 3 semester hours

Area C	Humanities/Fine Arts, and Ethics	At least 6 semester hours
Area D	Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]	At least 7 semester hours*
Area E	Social Sciences	At least 6 semester hours

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.

CURRENT POLICY:

3.3.6 Associate Degrees

3.3.6.1 Transfer Degrees

All A.A. and A.S. degrees shall be transfer degrees leading to the baccalaureate degree, with the area of study determining which degree is awarded. Other than the distinction between the A.A.

and A.S. designation, these degrees carry no indication of the student's area of study (major). Absent the approval of the USG chief academic officer, no A.A. or A.S. degree program shall exceed sixty (60) semester credit hours, exclusive of physical education activity/basic health, orientation, or pre-secondary education course hours that the institution may require (BoR Minutes, 1986-87, p. 370; December 1995; February 2005).

3.3.6.2 Career Degrees

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science in allied health areas (A.S. in designated fields).

Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for immediate employment. Selected courses included in these programs may be used for transfer credit. The following are the minimum requirements for career degrees:

1. Programs shall include a minimum of twenty-one (21) semester credit hours of general education. This coursework must include components designed to develop oral and written communication, reading computational skills, fundamental mathematics skills and the basic use of computers. At least one (1) course from each of the following areas is required: the humanities/fine arts, the social/behavioral sciences, and natural sciences/mathematics (BoR Minutes, 1989-90, pp. 368-369).
2. Students shall fulfill the legislative degree requirements but do not have to fulfill the Regents' Test requirements (BoR Minutes, 1989-90, pp. 368-369).
3. Institutions may increase or supplement these minimum requirements (BoR Minutes, 1989-90, pp. 368-369).
4. The A.A.S. degree may designate a specific area of study (e.g., A.A.S. in Criminal Justice) or a broad field of study with or without the designation of a specific area (e.g., A.A.S. in Business, A.A.S. in Business: Accounting Option) (BoR Minutes, 1989-90, pp. 368-369).
5. The A.A.S. degree offered on a cooperative basis with Technical College System of Georgia colleges may be awarded only in Business, Health, Services, and Technology. Specific areas of study may be designated as options (BoR Minutes, 1989-90, p. 370).
6. The A.S. in allied health areas shall include a designation of the specific area of study (e.g., A.S. in Nursing, A.S. in Respiratory Therapy) (BoR Minutes, 1986-87, pp. 370-371).
7. Including the technical component, all cooperative A.A.S. degrees shall include the equivalent of at least four (4) full-time USG semesters of study (BoR Minutes, 1989-90, p. 370).
8. Cooperative A.A.S. degree diplomas shall include the following wording: **(USG institution) in cooperation with (Technical College System of Georgia college)…** (BoR Minutes, 1989-90, p. 370).
9. Absent the approval of the USG chief academic officer, no A.A.S. degree program shall exceed seventy (70) semester credit hours, exclusive of physical education activity/basic health or orientation course hours that the institution may require (BoR Minutes, December, 1995, p. 47).

PROPOSED POLICY:

3.3.6 Associate Degrees

3.3.6.1 Transfer Degrees

~~All A.A. and A.S. degrees shall be transfer degrees leading to the baccalaureate degree, with the area of study determining which degree is awarded. Other than the distinction between the A.A. and A.S. designation, these degrees carry no indication of the student's area of study (major).~~

Associate of arts (AA) and associate of science (AS) degrees are primarily intended to be transfer degrees leading to the baccalaureate degree, although some provide students with a recognized two-year degree credential and employment opportunities upon graduation. All AA and AS degrees shall consist of 60 semester credit hours; 42 hours of the required core curriculum coursework in Board Policy 3.3.3.1, 18 hours of lower division requirements related to a bachelor's degree field of study (Area F), and do not include institutional requirements in physical education/activity/basic health/orientation/or pre-secondary education courses. Associate degrees beyond 60 credit hours require the approval of the USG Chief Academic Officer.

To facilitate transfer from associate degree-granting USG institutions to baccalaureate degree-granting USG institutions, if the degree program is in a disciplinary area that has an existing USG Regents' Academic Advisory Committee, then the 18 hours in Area F must adhere to the Area F curriculum guidelines approved by the appropriate Regents' Academic Committee (see the Academic & Student Affairs Handbook for approved Area F requirements). If the degree program is in a disciplinary area that does not have an existing USG Academic Committee and corresponding Area F curriculum guidelines, then the 18 hours of Area F for the program should align appropriately with related bachelor's degrees in the field.

In some associate degree programs, the required 18 hours in Area F are sufficiently coherent enough to be considered a major field of study at the associate level (i.e., 12 to 18 hours). These types of associate degrees are referred to as AA or AS degrees with a major in the appropriate disciplinary field. Associate degrees with a major field of study are subject to USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study. Distinct transfer associate-level degree programs of study must have appropriate student learning outcomes, must be assessed, must demonstrate continuous improvement based on assessment results, and may be advertised as available programs of study at the institution.

Other associate degrees allow greater flexibility in the Area F requirements and the required coursework is not coherent enough to be considered a major at the associate level. These latter associate degrees are not considered distinct programs of study and are referred to only as AA or AS, core curriculum degrees. AA or AS core curriculum degrees carry no disciplinary distinction in their name and are not considered distinct programs of study. See the Academic and Student Affairs Handbook for additional guidelines on transfer associate degrees.

~~Absent the approval of the USG chief academic officer, no A.A. or A.S. degree program shall exceed sixty (60) semester credit hours, exclusive of physical education activity/basic health,~~

~~orientation, or pre-secondary education course hours that the institution may require (BoR Minutes, 1986-87, p. 370; December 1995; February 2005).~~

3.3.6.2 Career Degrees

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science in allied health areas (A.S. in designated **health** fields).

Career degrees ~~may be awarded for the completion of two-year collegiate programs~~ **are not intended for transfer and are primarily** designed to prepare students for ~~immediate~~ employment **upon graduation. AAS degrees are generally awarded through successful completion of a planned program of student at Technical College System of Georgia institutions (see BOR Policy 3.3.5.1 for additional information on AAS degree offerings at USG institutions.**

Career associate degrees may designate a specific disciplinary area of study (e.g., AAS in Criminal Justice or AS in Nursing) and are considered distinct programs of study. Career associate degrees are subject to USG policies on comprehensive program review and all relevant SACSCOC standards for a distinct program of study. Career associate-level degree programs of study must have appropriate student learning outcomes, must be assessed, must demonstrate continuous improvement based on assessment results, and may be advertised as available programs of study at the institution.

~~Selected courses included in these programs may be used for transfer credit. The following are the minimum requirements for career degrees:~~

1. ~~Programs shall include a minimum of twenty-one (21) semester credit hours of general education. This coursework must include components designed to develop oral and written communication, reading computational skills, fundamental mathematics skills and the basic use of computers. At least one (1) course from each of the following areas is required: the humanities/fine arts, the social/behavioral sciences, and natural sciences/mathematics (BoR Minutes, 1989-90, pp. 368-369).~~
2. ~~Students shall fulfill the legislative degree requirements but do not have to fulfill the Regents' Test requirements (BoR Minutes, 1989-90, pp. 368-369).~~
3. ~~Institutions may increase or supplement these minimum requirements (BoR Minutes, 1989-90, pp. 368-369).~~
4. ~~The A.A.S. degree may designate a specific area of study (e.g., A.A.S. in Criminal Justice) or a broad field of study with or without the designation of a specific area (e.g., A.A.S. in Business, A.A.S. in Business: Accounting Option) (BoR Minutes, 1989-90, pp. 368-369).~~
5. ~~The A.A.S. degree offered on a cooperative basis with Technical College System of Georgia colleges may be awarded only in Business, Health, Services, and Technology. Specific areas of study may be designated as options (BoR Minutes, 1989-90, p. 370).~~
6. ~~The A.S. in allied health areas shall include a designation of the specific area of study (e.g., A.S. in Nursing, A.S. in Respiratory Therapy) (BoR Minutes, 1986-87, pp. 370-371).~~

~~7. Including the technical component, all cooperative A.A.S. degrees shall include the equivalent of at least four (4) full-time USG semesters of study (BoR Minutes, 1989-90, p. 370).~~

~~8. Cooperative A.A.S. degree diplomas shall include the following wording: **(USG institution) in cooperation with (Technical College System of Georgia college)…** (BoR Minutes, 1989-90, p. 370).~~

~~9. Absent the approval of the USG chief academic officer, no A.A.S. degree program shall exceed seventy (70) semester credit hours, exclusive of physical education activity/basic health or orientation course hours that the institution may require (BoR Minutes, December, 1995, p. 47).~~

5. Revision of Board Policy 4.2.1.1 Freshman Requirements

Recommendation: That the Board approve the following changes to BOR Policy 4.2.1 Freshman Requirements, effective September 15, 2015.

Abstract: In April, the State Board of Education approved a rule revision to allow computer science courses to be used in lieu of foreign language for high school graduation. A revision to BOR policy and the Academic and Student Affairs Handbook is needed to reflect that approved computer science courses, with an emphasis on coding and programming, can be accepted as an alternative to foreign language/American Sign Language for USG admission-purposes.

Current BoR Policy

4.2.1.1 Freshman Requirements

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

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

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

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

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

Revised BoR Policy:

4.2.1.1 Freshman Requirements

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

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

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

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2. ENGLISH: Four (4) units of English which have as their emphasis grammar and usage, literature (American, English, World), and advanced composition skills.
3. SCIENCE: Three (3) units of science, with at least one laboratory course from the life sciences and one laboratory course from the physical sciences. Students who graduate in 2012 or later must have four (4) units of science. Georgia Public high School graduates must have at least one (1) unit of biology, one (1) unit of physical science or physics, and one (1) unit of chemistry, earth systems, environmental science, or an advanced placement science course.
4. SOCIAL SCIENCE: Three (3) units of social science, with at least one (1) course focusing on United States studies and one (1) course focusing on world studies.
5. FOREIGN LANGUAGE/AMERICAN SIGN LANGUAGE/COMPUTER SCIENCE: Two (2) units in the same foreign language emphasizing speaking, listening, reading, and writing. Two (2) units of American Sign Language or two (2) units of Computer Science emphasizing coding and programming may be used to satisfy this requirement.

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

Current ASAH Guidance

3.2.3 Required High School Curriculum (RHSC)

(Formerly called College Preparatory Curriculum)

Students are expected to meet the USG's RHSC requirements. In addition to these course requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

Students graduating from high school in 2012 must present 17 specified RHSC units of credit. Students graduating from high school prior to 2012 must present 16 CPC units.

- 4 units of mathematics
- 4 units of English
- 3 units of science (Students who graduate in 2012 or later must have 4 units.)
- 3 units of social science, including one course focusing on world studies.
- 2 units in the same foreign language (2 units of American Sign Language may be used to satisfy this requirement.)

The Office of Student Affairs maintains a complete list of courses that can be used to satisfy the RHSC requirements. See Staying on Course.

Revised ASAH Guidance

3.2.3 Required High School Curriculum (RHSC)

(Formerly called College Preparatory Curriculum)

Students are expected to meet the USG's RHSC requirements. In addition to these course requirements, students are encouraged to take additional academic units in high school to improve their probability for admission and success.

Students graduating from high school in 2012 must present 17 specified RHSC units of credit. Students graduating from high school prior to 2012 must present 16 CPC units.

- 4 units of mathematics
- 4 units of English
- 3 units of science (Students who graduate in 2012 or later must have 4 units.)
- 3 units of social science, including one course focusing on world studies.
- 2 units in the same foreign language, ~~(~~2 units of American Sign Language, or 2 units of computer science emphasizing coding and programming ~~may be used to satisfy this requirement.)~~

The Office of Student Affairs maintains a complete list of courses that can be used to satisfy the RHSC requirements. See Staying on Course.

6. a. Establishment of the Amy G. Warren and Lamar Warren Distinguished Chair in Diabetes and Obesity in Radiology, Georgia Regents University

Recommended: That the Board approve the request of President Brooks Keel that Georgia Regents University ("GRU") be authorized to establish the Amy G. Warren and Lamar Warren Distinguished Chair in Diabetes and Obesity in Radiology, effective September 15, 2015.

Abstract: Georgia Regents University seeks to establish the Amy G. Warren and Lamar Warren Distinguished Chair in Diabetes and Obesity in Radiology. The proposed Distinguished Chair is currently supported with a $1,127,136 endowment. The endowed position will be housed within the Department of Neurology. The endowed position was established to provide salary support for a funded research investigator whose research focuses on imaging/radiologic techniques in neuroscience, cardiovascular, musculoskeletal, gastrointestinal, or pediatric medicine with emphasis on diabetes and/or obesity.

Biosketch: Dr. Earl L. Warren, a resident of Swainsboro, Georgia and alumnus of the 1925 class of the Medical College of Georgia practiced in Paterson, New Jersey for thirty years before departing this life in 1979. Dr. Warren served on the staff and medical board of the Greater Paterson General Hospital. He was a long-time active member of the Radiological Society of North America, the New Jersey Medical Society, and the American Medicine Society. Based on instructions in the trust, he wanted the Distinguished Chair to be named in honor of his wife and brother.

6. b. Establishment of the Lamar B. Peacock, M.D. Distinguished Chair for the Study of Immunological Disease, Georgia Regents University

Recommended: That the Board approve the request of President Brooks Keel that Georgia Regents University ("GRU") be authorized to establish the Lamar B. Peacock, M.D. Distinguished Chair for the Study of Immunological Disease, effective September 15, 2015.

Abstract: Georgia Regents University seeks to establish the Lamar B. Peacock, M.D. Distinguished Chair for the Study of Immunological Disease. The proposed Distinguished Chair is currently supported with a one million dollar endowment.

Biosketch: Dr. Lamar B. Peacock, a 1946 alumnus of the Medical College of College, developed an interest in medicine while being rehabilitated at Warm Springs, Georgia after contracting a severe case of poliomyelitis. He was first in his class and was president of Alpha Omega Alpha, the national honorary medical fraternity. He trained in internal medicine under Dr. Virgil Sydenstricker at the Medical College of Georgia and completed a fellowship in Allergy and Immunology at the University of Virginia School Of Medicine. Dr. Peacock started his practice in 1950 in Atlanta. He was appointed to the Georgia State Board of Health in 1966 by Governor Carl Sanders and also served during the administrations of Governor Lester Maddox and Governor Jimmy Carter. He directed and expanded the medical residency program at Georgia Baptist Hospital (now Atlanta Medical Center) and was Chief of Medicine for fourteen years. Dr. Peacock was also an assistant clinical professor at the Emory University School of Medicine and taught at Grady Hospital. He was active in alumni affairs at the Medical College of Georgia serving as president of the alumni association and of the Medical College's Foundation. In 1984, he received the College's Physician's Physician Award. Later, he endowed a library for the use of interns and residents at the Medical College of Georgia Hospital in Augusta. Honors include receipt of the Fellow Distinguished Award from the American College of Allergy and Immunology and the Hal M. Davison Award from the Southeastern Allergy Association.

6. c. Redesignation of the Milton B. Satcher, Jr., M.D. Chair for Musculoskeletal Disease Research to the Milton B. Satcher, Jr., M.D. Distinguished Chair for Musculoskeletal Disease Research, Georgia Regents University

Recommended: That the Board approve the request of President Brooks Keel that Georgia Regents University ("GRU") be authorized to redesignate the Milton B. Satcher, Jr., M.D. Chair for Musculoskeletal Disease Research to the Milton B. Satcher, Jr., M.D. Distinguished Chair for Musculoskeletal Disease Research, effective September 15, 2015.

Abstract: Georgia Regents University seeks to redesignate the Milton B. Satcher, Jr., M.D. Chair for Musculoskeletal Disease Research to the Milton B. Satcher, Jr., M.D. Distinguished Chair for Musculoskeletal Disease Research. The redesignation highlights institutional changes within the position from a Chair to a Distinguished Chair and the attendant fund balance of $1,003,454 which meets the minimum requirement for this type of endowed position at a research university.

Biosketch: Dr. Milton B. Satcher, Jr., an alumnus of the 1956 class of the Medical College of Georgia, became an orthopedic surgeon and established a private practice in Atlanta for forty years before retiring in year 2004. During his career, Dr. Satcher practiced the preservation, investigation, and restoration of the form and function of the extremities, spine, and associated structures by medical, surgical, and physical means. He was involved with the care of patients, both children and adults, whose musculoskeletal conditions included congenital deformities, trauma, infections, tumors, and metabolic disturbances of the musculoskeletal system. Dr. Satcher has been and continues to be a generous supporter of the Medical College of Georgia.

6. d. Redesignation of the Love Family Professorship in Chemical and Biomolecular Engineering to the Love Family Professorships, 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 redesignate the Love Family Professorship in Chemical and Biomolecular Engineering to the Love Family Professorships, effective September 15, 2015.

Abstract: Georgia Institute of Technology seeks to redesignate the Love Family Professorship in Chemical and Biomolecular Engineering to the Love Family Professorships. The redesignation reflects modifications to the donor agreement that afford the School of Chemical and Biomolecular Engineering the flexibility in determining the deployment of distributions from the fund to support any combination of faculty positions to meet the needs of the academic unit. The balance of the fund has grown to approximately $1.5 million and will be used to support two professorships.

6. e. Redesignation of the Verner F. Chaffin Distinguished Professorship to the Verner F. Chaffin Chair in Fiduciary Law, University of Georgia

Recommended: That the Board approve the request of President Jere Morehead that the University of Georgia ("UGA") be authorized to redesignate the existing Verner F. Chaffin Distinguished Professorship to the Verner F. Chaffin Chair in Fiduciary Law, effective September 15, 2015.

Abstract: The University of Georgia seeks to redesignate the Verner F. Chaffin Distinguished Professorship to the Verner F. Chaffin Chair in Fiduciary Law. The proposed Chair is currently supported with an $842,716 endowment. The endowed position is housed within the School of Law. The gift is supported through the Verner Chaffin Society. The special faculty position honors the legacy of Dr. Verner Chaffin, a beloved professor who taught thousands of graduates and provided extraordinary financial contributions to the School of Law. The duties of the appointed professor will be to produce scholarship and provide instruction in fiduciary law as well as primary obligations in the areas of teaching and service.

Biosketch: Dr. Verner F. Chaffin, a 1939 and 1942 University of Georgia alumnus, graduated with a Bachelor of Arts degree and a Bachelor of Laws (L.L.B.) degree summa cum laude, respectively. Chaffin was commissioned as a U.S. Navy Ensign in 1943 and served during World War II and the Korean War in the Pacific Theater as an intelligence officer and Japanese linguist, separating from service with the rank of Lieutenant Commander. He was awarded a Sterling Fellowship for graduate study at Yale University. He received the Doctor of Juridical Science (J.S.D.) degree from Yale University in 1961 and began his teaching career at the University of Alabama. In 1957, Dr. Chaffin returned to the University of Georgia and combined instruction and service to the institution. Professorial roles at other universities included service as Professor of Law at the University of North Carolina in 1974 and as the John C. Sparkman Professor of Law at the University of Alabama in 1985. While at the University of Georgia, Chaffin was appointed as the Fuller E. Callaway Professor of Law in 1969. Dr. Chaffin's specialty involves wills and trusts, federal estate and gift taxation, future interests, estate planning, and the administration of decedents' estates and trusts. The author of three books dealing with fiduciary law and a frequent speaker at continuing legal education seminars, Dr. Chaffin served as president of the University of Georgia Chapter of Phi Beta Kappa and received the Alumni Society Special Alumni-Faculty Award. Dr. Chaffin has served in various roles including reporter for the State Bar of Georgia Probate Revision Project, secretary of the Law School Association for twenty-nine years, and as ex-officio member of the Law School Association Council. In 1982 he received the Outstanding Legal Writing Award from Authors Court, State Bar of Georgia. In 1989 upon his retirement from the University of Georgia, Dr. Chaffin received the Law School Association Alumni Distinguished Service Scroll Award and was designated as the Fuller E. Callaway Professor of Law Emeritus. In year 2000, Dr. Chaffin was the initial recipient of the Verner F. Chaffin Career Service Award from the State Bar of Georgia Fiduciary Law Section. Dr. Chaffin is an Academic Fellow of the American College of Trust and Estate Counsel, a life member of the American Law Institute, a life member of the Fellows of the American Bar Foundation, and a Sustaining Fellow of the Lawyers Foundation of Georgia.

7. 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: Georgia Regents University
Faculty's Name: Dr. Daniel Albo
Chair/Professorship Name: Floyd C. Jarrell, Jr., M.D. Distinguished Chair in Surgical Oncology

Institution Name: Georgia Regents University
Faculty's Name: Dr. Askiel Bruno
Chair/Professorship Name: Amy G. Warren and Lamar Warren Distinguished Chair in Diabetes and Obesity in Radiology

Institution Name: Georgia Regents University
Faculty's Name: Dr. Alan Herlin
Chair/Professorship Name: J. Harold Harrison, M.D. Distinguished University Chair in Surgery

Institution Name: Georgia Regents University
Faculty's Name: Dr. Vincent B. Robinson
Chair/Professorship Name: Glen E. Garrison, M.D. Distinguished Chair in Cardiovascular Medicine

Institution Name: Georgia State University
Faculty's Name: Dr. Stephen Shore
Chair/Professorship Name: R. Means Davis Professorship

Institution Name: Georgia State University
Faculty's Name: Dr. Alfred Mettler
Chair/Professorship Name: H. Talmadge Dodds, Jr. Professorship for Teaching Education

Institution Name: Georgia State University
Faculty's Name: Dr. Johnathan Wiley
Chair/Professorship Name: Richard Bowers and Company Professorship

Institution Name: Georgia State University
Faculty's Name: Dr. Vikas Agarwal
Chair/Professorship Name: H. Talmadge Dobbs Chair in Finance

Institution Name: Georgia State University
Faculty's Name: Dr. Daniel Bauer
Chair/Professorship Name: New York Life Professorship

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Hang Lu
Chair/Professorship Name: Georgia Tech Love Family Professorship

Institution Name: Georgia Institute of Technology
Faculty's Name: Dr. Chris Jones
Chair/Professorship Name: Georgia Tech Love Family Professorship

Institution Name: University of Georgia
Faculty's Name: Dr. Mohamed Mergoum
Chair/Professorship Name: Georgia Seed Development/UGA Foundation Professorship in Wheat Breeding & Genetics

Institution Name: University of Georgia
Faculty's Name: Dr. Chen Zhen
Chair/Professorship Name: Georgia Athletic Association Professorship in Food Choice, Obesity & Health Economics

AGENDA

COMMITTEE ON ORGANIZATIONAL & LAW

SEPTEMBER 15, 2015

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1. Executive Session: 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, which are discussed in executive session.

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

September 15, 2015

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1. Protecting Non-Student Minors on Campus	1

AGENDA

COMMITTEE ON INTERNAL AUDIT, RISK, AND COMPLIANCE

September 15, 2015

1. **Information Item: Protecting Non-Student Minors on Campus**

The University System of Georgia offers a wide variety of camps, clinics and other programs that bring visitors onto campuses. This is particularly true during the summer months. As many of these visitors are minors, a special duty of care and supervision is required. The USG is committed to providing a safe and healthy environment for all who participate, volunteer or work in these activities.

The recently created USG Risk and Compliance Steering Committee has identified the protection of non-student minors as a key initiative. Programs involving non-student minors are integral to our mission of creating and disseminating knowledge and the betterment of society. As part of our commitment to continuous improvement and to ensure that we are following best practices, the USG will be completing a review of our policies and practices related to camps and other programs. During this session, Kenyatta Morrison, Executive Director of Enterprise Risk Management and Wesley Horne, Director of Ethics and Compliance, will present on plans to ensure that a safe and supportive environment exists for all non-student minors visiting campuses.

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COMMITTEE ON ECONOMIC DEVELOPMENT

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1. GSU Innovation and Economic Development

Vice Chancellor Mark Lytle will introduce Dr. James Weyhenmeyer, Vice President of Research and Economic Development at GSU. He will make a presentation regarding GSU's innovation and economic development efforts and provide an update on the implementation of the ATDC's i6 Challenge grant in support of the GSU entrepreneurial ecosystem.

AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

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AGENDA

COMMITTEE ON REAL ESTATE AND FACILITIES

September 15, 2015

1. Revisions to Policy Manual Section 9.12.7 Campus Security & Police

Three revisions are proposed to Policy 9.12.7 Campus Security & Police in response to recommendations of the University System of Georgia ("USG") Safety & Security Committee that were approved by the Board in May 2015.

Relocation of the policy from its current location in Section 9, Facilities, to Section 12, Miscellaneous, of the Board Policy Manual, along with necessary numbering changes, would enhance indexing and retrieval of information.

Section 12.8.1 would be modified to align expectations and functions of campus police departments with board policy, and define the essential functions that campus law enforcement agencies are expected to provide to their campus communities.

Section 12.8.7 would be modified to charge the USG chief of police with the responsibility for establishing and administering an assessment program for USG institution departments that provide security and police services.

The current and proposed policy is shown on the next two pages, with modifications highlighted in yellow.

Upon favorable review, these revisions will be recommended as an action item at the October Board meeting.

CURRENT POLICY	*PROPOSED POLICY*
9.12.7 Campus Security & Police	***12.8 Campus Security & Police***
The Board of Regents recognizes it is essential to maintain the safety and security of the campus environment. Each USG institution has the responsibility to employ security and police policies, standards, and practices to minimize the risk of disruption to the campus community.	The Board of Regents recognizes it is essential to maintain the safety and security of the campus environment. Each USG institution has the responsibility to employ security and police policies, standards, and practices to minimize the risk of disruption to the campus community.
Each institution shall establish and maintain a department responsible for providing security and police services and shall designate an individual to serve as the director of public safety or chief of police. The director or chief of police will be assigned the management responsibility and authority for conducting and coordinating security and police services. The director of public safety or chief of police shall consult with the USG chief of police on major organizational policies and procedures.	**12.8.1** Each institution shall establish and maintain a department responsible for providing **patrol, investigative, communication, administrative, and campus community outreach services,** and shall designate an individual to serve as the director of public safety or chief of police. The director or chief of police will be assigned the management responsibility and authority for conducting and coordinating security and police services. The director of public safety or chief of police shall consult with the USG chief of police on major organizational policies and procedures.
The USG chief of police shall serve as a liaison to the Board of Regents on security and police service matters. The USG chief shall maintain guidelines that all USG institutions should consider in the development and implementation of security and police services.	**12.8.2** The USG chief of police shall serve as a liaison to the Board of Regents on security and police service matters. The USG chief shall maintain guidelines that all USG institutions should consider in the development and implementation of security and police services.
Each director or chief of police at an institution shall be certified in accordance with the Georgia Peace Officer Standards and Training Council (POST) rules and regulations. Prior to employment, candidates for director or chief of police positions must meet the requirements for entry into the state mandated police academy and eligibility to obtain POST certification within 12 months of employment. Any changes in the individual's name, title, certification status and contact information will be provided	**12.8.3** Each director or chief of police at an institution shall be certified in accordance with the Georgia Peace Officer Standards and Training Council (POST) rules and regulations. Prior to employment, candidates for director or chief of police positions must meet the requirements for entry into the state mandated police academy and eligibility to obtain POST certification within 12 months of employment.

to the USG chief of police. Each director or chief of police at an institution shall have a direct reporting relationship to a vice president or above of that institution. The president of each institution will determine the reporting relationship. The vice president or president of each institution shall consult with the USG chief on significant personnel actions involving the director of public safety or chief of police to include appointment, qualifications for the position, and termination. Each institution shall notify the USG chief of police, or designee, upon receipt of any reports of significant crimes or threats reported to or known by the institution, and of any potential or actual events that may disrupt the operations of the campus community.	Any changes in the individual's name, title, certification status and contact information will be provided to the USG chief of police. **12.8.4** Each director or chief of police at an institution shall have a direct reporting relationship to a vice president or above of that institution. The president of each institution will determine the reporting relationship. **12.8.5** The vice president or president of each institution shall consult with the USG chief on significant personnel actions involving the director of public safety or chief of police to include appointment, qualifications for the position, and termination. **12.8.6** Each institution shall notify the USG chief of police, or designee, upon receipt of any reports of significant crimes or threats reported to or known by the institution, and of any potential or actual events that may disrupt the operations of the campus community. **12.8.7 The USG chief of police is responsible for the administration of a recurring program to assess USG departments responsible for providing security and police services.**

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2. Renovation of O'Keefe Building, Georgia Institute of Technology

Georgia Institute of Technology ("GIT") proposes to renovate approximately 21,000 square feet on the first and third floors of the existing O'Keefe Building to provide office space for Facilities Management Administration and Design & Construction staff. These staff are currently housed in 25,000 square feet of space at 955 Fowler Street, adjacent to Alexander Memorial Coliseum. The renovation would enable all of GIT Facilities to be housed more efficiently in one building, and open up needed office space for the Georgia Tech Athletic Association to relocate from the Edge Intercollegiate Athletic Center.

Situated at 151 6th Street, the O'Keefe Building was constructed circa 1922 and served as a high school until the early 1970's. Acquired by Georgia Tech in 1979 from Atlanta Public Schools, the cast-in-place concrete frame is clad with brick masonry veneer on hollow clay tile backup and infill. The roof is in good repair.

Georgia Tech initially used the facility to meet growing recreational space needs on campus before transitioning to the current use. Facilities Operations & Maintenance staff now occupies the building's ground level and a portion of the first floor, while ROTC and the Language Institute utilize the remainder of the first floor and all of the second floor. The third floor is primarily shell space; the interior partitions, HVAC, plumbing, and electrical systems have been removed. In addition, hazardous materials have been abated and the finishes stripped to the original concrete and structural clay tile surfaces.

The scope of work would include constructing an open office environment for Facilities Design & Construction staff on the third floor, with workstations and shared support areas. Additional renovation would occur on the first floor to add office and support space for Facilities Management Administration. Renovation work would primarily be conducted in the building's interior, with the exception of some building envelope and window repair on the third floor.

The total estimated project cost is $5,500,000, funded by institution funds. The project timeline anticipates requesting Board authorization in October, construction completion in December 2016 and occupancy in January 2017.

3. Atlantic Drive South Steam Line Replacement, Georgia Institute of Technology

Georgia Institute of Technology ("GIT") proposes to undertake a steam line replacement and streetscaping project along the southern portion of Atlantic Drive, between Fourth Street and Ferst Drive.

The lines to be replaced distribute steam heating service to campus buildings. The existing lines were installed in 1952 and are beyond their expected maximum life. Replacement of the lines would involve extensive utility work, significantly impacting sidewalks and landscaping and disrupting pedestrian flow. The work would be completed in phases over three years to minimize disruption and to coordinate shut down times for the steam system.

In conjunction with the steam line replacement, improvements would be made to the hardscape and landscape of the Atlantic Drive corridor. The project scope includes replacing the existing pedestrian-only asphalt street with brick, creating plazas and walkways around key buildings, and upgrading lighting. These improvements would benefit pedestrian safety and accessibility, enhance storm water management capacity, and provide a visually cohesive pedestrian connection along Atlantic Drive from Fourth Street to Tenth Street.

The total estimated project cost is $12,500,000, funded by institution funds. The project timeline anticipates requesting Board authorization in October, with construction beginning in summer 2016 and the final phase completed in summer 2018.

4. Living Building at Georgia Tech, Georgia Institute of Technology

Georgia Institute of Technology ("GIT") proposes to issue a ground lease to Georgia Tech Facilities Inc., which would utilize private fund sources to design and construct a sustainability-focused building. Upon completion, GIT would lease the building at a nominal rate.

The "Living Building" would physically support instruction and research and serve as a public forum for related campus engagement and community outreach activities. Through integration with the surrounding environment and connection to the campus-wide Eco-Commons/stormwater management system, the building would support initiatives in energy conservation and generation, performance landscaping, urban agriculture, open green space amenities development, and water recovery and management.

The building would encourage innovation and entrepreneurship, allowing showcasing of developing and leading technologies. It would permit GIT to develop and test new technologies on site that would increase efficiency and effectiveness of campus building operations and resource utilization.

The project would be the first Living Building Challenge 3.0 (LBC) major certified building in Georgia. The LBC is a program, advocacy tool and philosophy that defines the most advanced measure of sustainability possible in the current built environment. To be certified under the program, a building must meet all the program requirements over a 12 month period of continued operations and full occupancy.

Several alternative core campus sites are being evaluated for placement of the building. The private funding support of $25,000,000 is expected to yield approximately 42,500 gross square feet. Design and construction would be funded entirely through philanthropic sources.

5. Indoor Athletic Facility, University of Georgia

University of Georgia ("UGA") proposes to construct a new Indoor Athletic Facility ("IAF") to allow safe and uninterrupted practice for its sports teams during inclement weather. The facility would support multiple team sports, particularly football, track, and baseball, which all have adjacent training and/or competition areas.

Constructed on the existing Woodruff Practice Fields, the IAF would be 140 yards long and 80 yards wide and encompass approximately 109,000 square feet. It would physically connect to Butts-Mehre Heritage Hall, requiring demolition of the current Nalley Room. This connection would maximize efficiency of the football team and staff by creating an easier transition from locker rooms and meetings to the practice field.

The curved roof of the IAF would complement the geodesic dome of Butts-Mehre Heritage Hall and the iconic roof of Stegeman Coliseum. The facility would be constructed of precast concrete, insulated metal panels and translucent reinforced fiberglass panels. Special features would include a catwalk with filming platforms, large roll up doors on the northern facade, retractable batting cage netting in the ceiling, and an indoor sprint track which also accommodates pole vault, long and triple jump and hurdles.

The completed facility would be within the existing lease limits for the UGA Athletic Association. A site license would be required for construction activities, including utility connections that need to occur outside of the leased area.

The UGA Athletic Association Board has approved the project and would oversee its construction and hold the contracts. Collins Cooper Carusi Architects/Ratio Architects and DPR Hardin Construction have been selected as the design professional team and construction manager, respectively, through a qualifications-based selection process.

The total estimated cost of the facility is $30,200,000. The funding sources include $15,100,000 in gifts and donations and $15,100,000 in UGA Athletic Association cash reserves. The project timeline anticipates requesting Board approval in October, construction commencement in December, and final completion in January 2017.

6. Authorization of Project No. BR-69-1601, King-Frazier Dining Hall Renovation and Expansion, Savannah State University

Recommended: That the Board authorize Project No. BR-69-1601, King-Frazier Dining Hall ("King-Frazier") Renovation and Expansion, Savannah State University ("SSU") with a total project budget of $1,458,000 to be funded from Institutional auxiliary funds.

Understandings: Since King-Frazier was renovated in 2013, overall dining and participation in the dining meal plan has grown to the point where, during some meal periods, serving lines are exceptionally long and seating is generally unavailable. In addition, more students, staff, and faculty are requesting special meal preparation, including vegan or vegetarian options. One of SSU's goals is to be able to satisfy a wider variety of dining options.

The proposed project would involve the renovation and expansion of 10,384 gross square feet within King-Frazier. Spaces created or improved as part of this project would include the Tiger Cafe, a new catering office, a small meeting room, a multipurpose room, plaza improvements, small storage/prep area, infrastructure improvements and open area for student collaboration and study.

The estimated construction cost for this project is $1,080,500.

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

7. Appointment of Construction Management Firm, Project No. BR-30-1501, Van Leer Interdisciplinary Design Commons, Georgia Institute of Technology

Recommended: That the Board approve the ranking of the construction management firms named 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 will then attempt to negotiate and execute a contract with the other listed firms in rank order.

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

Project No. BR-30-1501, Van Leer Interdisciplinary Design Commons, Georgia Institute of Technology

Project Description: This project was authorized by the Board in May 2015 and will renovate approximately 16,000 square feet of space within the existing Blake R. Van Leer Electrical Engineering Building to create the new Interdisciplinary Design Commons.

The Van Leer Building, constructed in 1962 at the corner of Tech Green and Atlantic Drive in the center of campus, provides offices, classrooms and laboratory space for the School of Electrical and Computer Engineering. The proposed project would transform the building's two-story rotunda into a student design facility containing state-of-the-art computing and simulation tools and studio spaces to encourage collaboration and innovation among students from all disciplines. The project will also include a new adjacent outdoor plaza.

The project will be funded from institution funds and private donations.

Total Project Cost:	$11,000,000
Construction Cost (Stated Cost Limitation):	$ 8,100,000

Number of firms that applied for this commission: 14

Recommended firms in rank order:
1)
2)
3)

8. **Appointment of Design Professional Firm, Project No. J-266, Convocation Center, University of North Georgia**

Recommended: That the Board approve the ranking of the design professional firms named 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 will then attempt to negotiate and execute a contract with the other listed firms in rank order.

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

Project No. J-266, Convocation Center, University of North Georgia

Project Description: This project was authorized by the Board in September 2014. Totaling approximately 103,000 square feet, the University of North Georgia Convocation Center will house a new arena, academic offices, classrooms, clinical lab space and building support spaces. The project scope also involves the partial renovation of existing space within historic Memorial Hall and selective demolition of outdated space. The Health and Physical Education and Military Science academic programs will be supported by this project.

The project will be funded with $3,500,000 in institution funds, $3,500,000 in Fiscal Year ("FY") 16 State General Obligation ("G.O.") Bonds, and $32,900,000 in anticipated FY17 and FY18 State G.O. Bond Funds.

Total Project Cost:	$39,900,000
Construction Cost (Stated Cost Limitation):	$31,950,000

Number of firms that applied for this commission: 18

Recommended firms in rank order:
1)
2)
3)

9. Appointment of Design Professional Firm, Project No. J-267, Interdisciplinary Academic Building, Georgia Southern University

Recommended: That the Board approve the ranking of the design professional firms named 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 will then attempt to negotiate and execute a contract with the other listed firms in rank order.

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

Project No. J-267, Interdisciplinary Academic Building, Georgia Southern University

Project Description: This project was authorized by the Board in September 2014. Totaling approximately 110,000 square foot, this multi-purpose classroom building will serve a cross-section of academic disciplines including the Departments of Interior Design, Fashion Merchandising, Apparel Design, History, Foreign Languages, Writing Linguistics, International Studies and Human Ecology. The temporary structures that currently house these departments will be demolished as part of this project.

This project will be funded from Fiscal Year 2016 State General Obligation Bonds.

Total Project Cost:	$33,600,000
Construction Cost (Stated Cost Limitation):	$25,200,000

Number of firms that applied for this commission: 23

Recommended firms in rank order:
1)
2)
3)

10. Rental Agreements, 512 Means Street, Atlanta, Georgia Institute of Technology

Recommended: That the Board authorize the execution of a rental agreement (the "First Agreement") between Carriage House Associates, LP, Landlord, and the Board of Regents, Tenant, for the use and benefit of Georgia Institute of Technology ("GIT"). This lease of approximately 13,620 square feet ("SF") of office space located at 512 Means Street in Atlanta would cover the period from October 1, 2015, through June 30, 2016, at a monthly rent of $26,672.50 ($320,070.00 annualized/$23.50 per square foot, per year) with a three-month rent abatement and an additional $41,070.00 for tenant improvements. This agreement would include options to renew on a year-to-year basis for five consecutive one-year periods with a three percent annual rental escalation.

Recommended further: That the Board authorize the execution of a second rental agreement (the "Second Agreement") between Carriage House Associates, LP, Landlord, and the Board of Regents, Tenant, for the use and benefit of GIT. This lease of approximately 17,473 SF of office space also located at 512 Means Street in Atlanta would cover the period from October 1, 2015, through June 30, 2016, at a monthly rent of $34,217.96 ($410,615.52 annualized/$23.50 per square foot, per year) with a three-month rent abatement and an additional $174,730.00 for tenant improvements. This agreement would include options to renew on a year-to-year basis for five consecutive one-year periods with a three percent annual rental escalation.

Understandings: The First Agreement represents an expansion of the existing lease of 9,513 SF at 512 Means Street that is operated as GIT's Alternative Media Access Center ("AMAC"). This new rental agreement would provide an additional 4,107 SF to improve system-wide services for students with print-related disabilities.

The office space associated with the Second Agreement would accommodate engineering and design research operations and post-secondary disability services for GIT's Center for Assistive Technology and Environmental Access ("CATEA"). In addition, CATEA's relocation to this space would leverage adjacencies with AMAC.

If either agreement is terminated any time prior to exercising the last option period, then an additional rent payment will be due to the Landlord as compensation for the rent abatement and tenant improvements. The payment associated with the First Agreement would be $103,798.30 during the first option period decreasing each year to $17,298.25 if the last option period is not exercised. The payment associated with the Second Agreement would be $237,757.61 during the first option period decreasing each year to $39,626.26 if the last option period is not exercised.

All operating expenses are included in the rental rates for both agreements.

11. Disposition of Property, Vickery Drive, Dahlonega, University of North Georgia

Recommended: That the Board declare approximately 0.554 acres of unimproved real property located on Vickery Drive, Dahlonega (the "Property") to be no longer advantageously useful to the University System of North Georgia ("UNG") or other units of the University System of Georgia ("USG"), but only to the extent and for the purpose of allowing the sale of this real property for the benefit of UNG and the USG.

Recommended further: That the Board authorize the sale of the Property to Roberta Green for $42,500 ($76,715 per acre).

Recommended further: That the legal details involved with the sale and granting of non-exclusive easements of the above referenced real property be handled by the Georgia Department of Law.

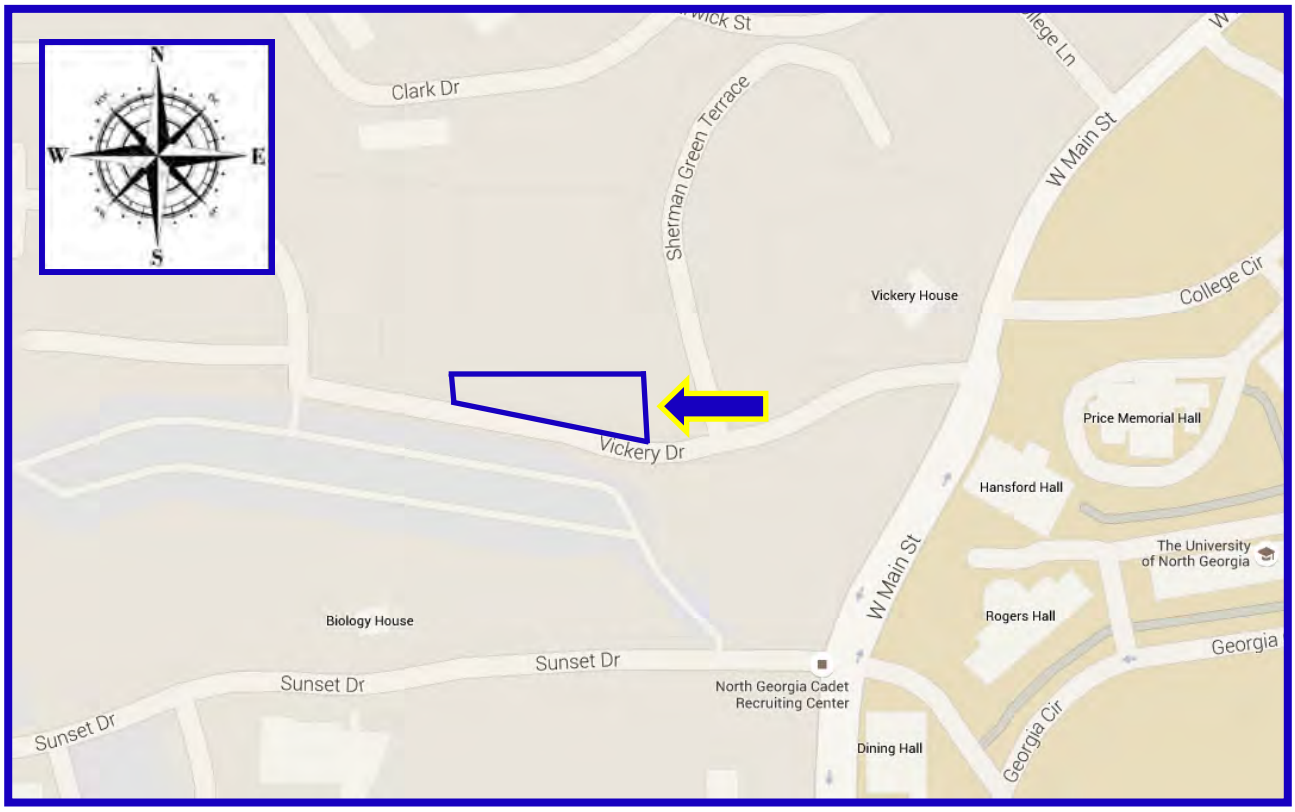
Understandings: The Property, which has approximately 358 feet of frontage along Vickery Drive, is relatively narrow with a depth of 96 feet on its eastern boundary and only 34 feet on its western boundary. Given that the USG does not own any of the surrounding land, the size and shape of the Property significantly limits any future use that would be of benefit to UNG.

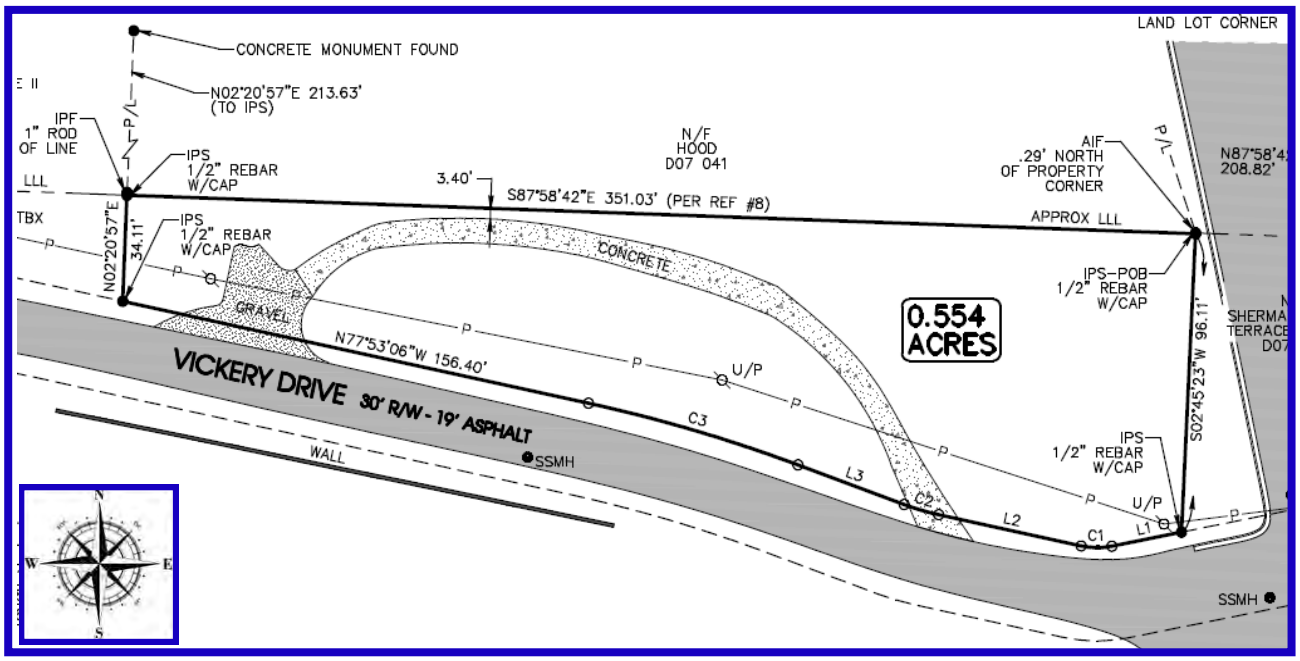
Once the Property was determined to be surplus to its needs, UNG initiated a 30-day Invitation-To-Bid ("ITB") process that commenced on August 3, 2015. The ITB was uploaded to the Georgia Procurement Registry website and was also advertised for 30 days in the local paper, *The Dahlonega Nugget.* The minimum bid amount of $42,500 was based on three independent appraisals produced in the past year:

Appraiser	Appraised Value	Average
Adamson Real Estate Advisors	$35,000	
Metro Appraisals	$75,000	$42,667
Pendley & Pendley Appraisers	$18,000	

The ITB process concluded on September 3, 2015, at which time the one bid received was opened. The highest responsible bid was submitted by Roberta Green, who offered $42,500 to acquire the property.

Vickery Drive Disposition





12. Termination of Rental Agreement, 279 Williams Street, Athens, University of Georgia

Recommended: That the Board acknowledge the advance rental payment of an amount not to exceed $11,600,000 for 279 Williams Street, Athens (the "O'Malley's Building") for the use and benefit of UGA. This payment would result in the de facto acquisition of the O'Malley's Building, which is adjacent to UGA's campus.

Recommended further: That the Board consent to the termination of the rental agreement with the UGAREF O'Malley's Building, LLC for the O'Malley's Building.

Understandings: In June 2008, the Board approved the rental agreement for the O'Malley's Building, which totals approximately 36,000 square feet on a 5.1-acre site. Renovated in 2009, the building is utilized for instructional and administrative use for UGA's School of Social Work and the Department of Cellular Biology.

The current annual rent is $1,376,486. The advance rental payment will eliminate the need for the rental agreement and result in the Board of Regents' immediate ownership of the O'Malley's Building, and net approximately $6,300,000 in rent payment savings.

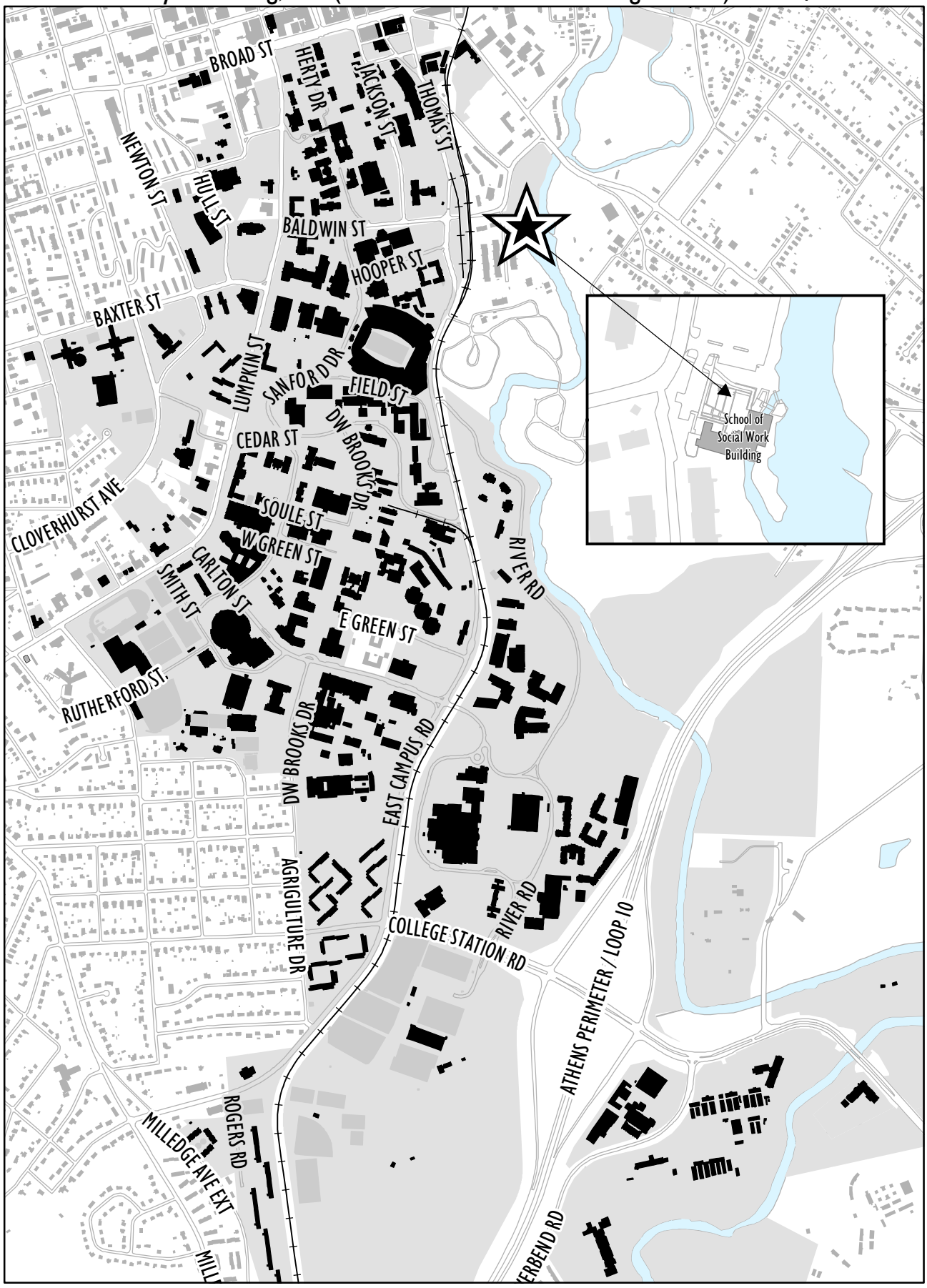
There are no known reversions, restrictions, or adverse easements associated with O'Malley's Building.

Funding for the rent prepayment is from UGA auxiliary funds.

UNIVERSITY of GEORGIA LOCATION MAP

UGAREF O'Malley's Building, LLC (School of Social Work Building #0033)

September 2015



University Architects G.I.S.

13. Demolition of Buildings, College of Agricultural and Environmental Sciences, University of Georgia

Recommended: That the Board declare 41 buildings at several University of Georgia ("UGA") locations around the state to be no longer advantageously useful to UGA or other units of the University System of Georgia and authorize demolition and removal of these buildings.

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

Understandings: In August 2014, the Board was informed about the UGA College of Agricultural and Environmental Sciences ("CAES") effort to review all of their buildings with the goal of a twenty percent reduction of its inventory. At that time, 155 buildings had been identified as possible candidates for demolition. The Board was also informed that future action would be needed to approve demolition of any buildings determined to be historically significant.

After further evaluation, 45 of the buildings were identified as historically significant. Four of these buildings will remain in the CAES inventory, and 41 are proposed for demolition. These buildings comprise approximately 140,000 square feet and were constructed between 1910 and 1965. They are constructed primarily of wood and metal and are generally in poor condition.

As required by the Georgia Environmental Policy Act and the appropriate State Stewardship review, the Georgia Historic Preservation Division has reviewed this proposed project and UGA agrees to complete the recommended mitigation.

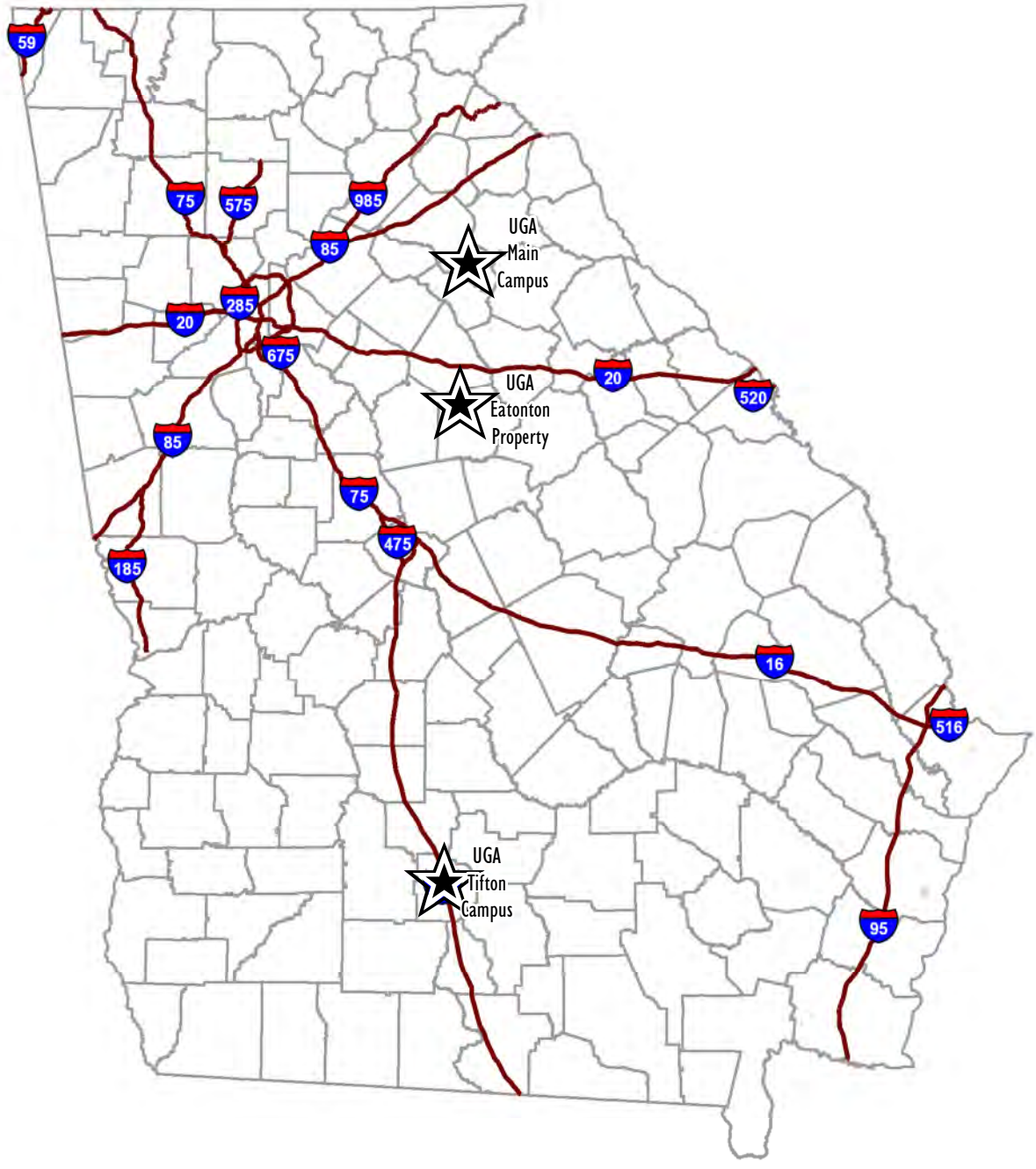
A hazardous materials survey and assessment has been conducted and has identified recommendations for the proper management and disposal of asbestos-containing materials, lead based paint, and other hazardous materials during demolition to ensure compliance with environmental regulations.

This proposed demolition action is consistent with UGA's master plan. The sites will be used for green space or will be redeveloped to support CAES initiatives.

UNIVERSITY of GEORGIA LOCATION MAP

CAES Inventory Reduction: Athens, Eatonton, and Tifton campuses

September 2015



University
Architects
G.I.S.